

HISTORY 156
AMERICAN WOMEN, AMERICAN WOMANHOOD TO 1870
Winter 2006

Instructor: Dr. Alexandra Epstein

Email: aepstein@ucsd.edu

Office: H&SS 6016

Office hours: 2-3 p.m., M, W

Lectures: M, W, 5-6:20 p.m., 109 Center Hall

Course Description: This course will trace the history of American women from the early seventeenth century to approximately 1870. We will begin with the cultural encounter then move on to women's roles in colonial America, the American Revolution, and the Early Republic. Investigating the nineteenth century, we will pay particular attention to the multifarious ways that white, black, Indian, and Mexican women functioned in society as individuals, wives, mothers, and workers. We will also explore the 19th-century women's rights movement and the increasing public role for white women, particularly with respect to the rise in education, literacy, and the lowering fertility rates for white women. The course will pay close attention to black women's enslavement as well their social and political activism. We will also investigate issues surrounding the law and sexuality.

Readings: The following are required and available for purchase at Groundwork Bookstore, online, and are on reserve at the Library:

Laurel Thatcher Ulrich, *A Midwife's Tale: The Life of Martha Ballard, Based on Her Diary, 1785-1812* (1990)

Miroslalva Chavéz-García, *Negotiating Conquest: Gender and Power in California, 1770s to 1880s* (2004)

Ellen Carol DuBois, *Feminism and Suffrage: The Emergence of an Independent Women's Movement in America, 1848-1869* (1978)

Jennifer Fleischner, *Mrs. Lincoln and Mrs. Keckly: The Remarkable Story of the Friendship between a First Lady and a Former Slave* (2003)

Ellen Carol DuBois and Lynn Dumenil, *Through Women's Eyes: An American History* (2005)

If you have not taken a general American history survey course or want to brush up on your history, you will find it helpful to consult a textbook. I have placed *Created Equal: A Social and Political History of the United States* on reserve at the Library.

Course Assignments and Grading:

Papers (2) – 2 x 15% – 30%

Midterm – 20%

Final Exam – 35%
Participation – 15%

Papers: The first paper of approximately 2000 words will ask you to analyze *A Midwife's Tale*. The second paper of approximately 2000 words will require you to use primary sources from the database “Women and Social Movements in the United States, 1600-2000” available through Roger, the library records search engine. You will need to access the database on campus or through a proxy. Please see librarians for assistance. Further instructions and advice about the papers will be forthcoming. Before submitting papers, students are encouraged to read the course's writing guide. Please refer to the writing guide posted on WebCT that will give you advice about grammar, style, etc. Take time to read it carefully and see me with any questions. You are responsible for reading and understanding its contents. Papers are graded on argument, historical content, as well as proper use of English grammar and readability! To access our course on WebCT, please see student instructions at: <http://iwdc.ucsd.edu/students.shtml>

Exams: The midterm exam, which will cover the first half of the course, will require one essay and a number of short answer questions. You will be responsible for *A Midwife's Tale* and *Negotiating Conquest* on the midterm. The final exam, covering the second half of the quarter, will require one essay and several short answers. You will be responsible for *Feminism and Suffrage* and *Mrs. Lincoln and Mrs. Keckly*. No electronic devices such as phones, palm pilots, dictionaries, etc., are allowed in the exam room. Please bring two 8x11 bluebooks.

Lectures/Discussions: Attendance is **mandatory**. You will sign in each class period. It is your responsibility to make sure you do so. Please do not assume that lectures will repeat reading material because they will not! You are encouraged to talk by raising your hand, asking a question, or making a comment pertaining to the lecture. If you want to read or talk with your classmates privately, then do so outside of lecture! Class may not be recorded. **You will not pass this class if you miss more than four classes. I will exempt you from this rule only if you provide me with a doctor's note specifying that you had an emergency (not routine appointment).**

Participation: You are encouraged to participate in lecture and discussions at any time. In fact, your participation is part of your course grade. After every session in which you participate, please provide me with your name on a slip of paper. Participation means contributing to class with a question or comment about the reading or issue at hand. It does not include housekeeping matter such as when an assignment is due, etc.

Grading: I grade on a four-point scale. This means that you will receive letter grades on your assignments, e.g. A, B-, etc. I will record the number equivalent in order to compute your overall course grade: 4=A; 3.7=A-; 3.3=B+; 3=B;

2.7=B-; 2.3=C+; 2=C; 1.7=C-; 1.3=D+; 1=D; 0.7=D-; 0=F. In order to pass the course, students must complete **all** assignments. I reserve the right to increase a student's grade if there is substantial improvement during the quarter. Likewise, I reserve to lower a student's grade for excessive absences.

Academic honesty:

Plagiarism or other forms of cheating will not be tolerated in this course. So we are clear, plagiarism is the use of the words or ideas of another as your own work. Therefore, you must cite all work – ideas and quotes. Please ask if you are unsure about how to cite sources. Please review the UCSD Policy on Integrity of Scholarship: <http://www-senate.ucsd.edu/manual/appendices/app2.htm#AP14>
Any student caught turning in work that is not his or her own will face disciplinary action from the university.

Notes:

1. **No late assignments will be accepted or makeup exams administered without a verifiable medical excuse.**
2. Students with “disabilities” should speak with me as soon as possible and provide the necessary documentation early in the quarter.
3. If several weeks into the course you are having difficulty with the course material, be sure to come to office hours. I am here to help! Do not wait until the end of the term to tell me that you are having trouble because by then it will be too late.

TENTATIVE COURSE SCHEDULE
Complete readings **in advance** of lecture

Week 1

Monday, January 9 – **Introduction to the Course and Women’s History/The Colonies: Native American Women**

Read: Chapter 1, *Through Women’s Eyes* (including documents)
Begin: *A Midwife’s Tale*

Wednesday, January 11 – **The Colonies: European Women and African American Women**

No reading

Week 2

Monday, January 16 – **Holiday – no class**

Wednesday, January 18 – **Women and Religion: The Case of Anne Hutchinson**

No reading

Week 3

Monday, January 23 – **Women and the American Revolution, I**

Begin: *Negotiating Conquest*
Read: Chapter 2, *Through Women’s Eyes* (including documents)
Film: “Mary Silliman’s War,” 94 minutes

Wednesday, January 25 – **The American Revolution, II**

Read: Judith Apter Klinghoffer and Lois Elkins, “The Petticoat Electors’: Women’s Suffrage in New Jersey, 1776-1807” – item available through Electronic Course Reserves

Week 4

Monday, January 30 – **Women in the Early Republic – Class discussion on *A Midwife’s Tale***

No reading

Wednesday, February 1 – **Literacy and Education/ Culture and Domesticity**

Read: Carroll Smith-Rosenberg, “The Female World of Love and Ritual: Relations between Women in Nineteenth-Century America” – item available through JSTOR at www.jstor.org

Week 5

Monday, February 6 – **TBD**

Wednesday, February 8 – **MIDTERM**

Friday, February 10 – **Industrializing America: Factory Labor, Teaching, and Domestic Service**

Read: Chapter 3, *Through Women’s Eyes* (including documents)
Begin: *Mrs. Lincoln and Mrs. Keckly*

Week 6

Monday, February 13 – **Black and White Women under Slavery**

Read: Chapter 5, *Through Women’s Eyes* (including documents); Peter Bardaglio, “Rape and the Law in the Old South: “calculated to excite indignation in every heart”” – item available through JSTOR at <http://www.jstor.org/view/00224642/di982414/98p0079b/0#&origin=sfx%3Asfx>

Wednesday, February 15 – **The Second Great Awakening and Moral Reform – PAPER 1 DUE**

No reading

Week 7

Monday, February 20 – **Holiday – no class**

Wednesday, February 22 – **Beginnings of International Feminism**

Read: Chapters 4, *Through Women’s Eyes* (including documents)
Begin: *Feminism and Suffrage*

Week 8

Monday, February 27 – **Women’s Rights, Part I**

Analyze: Declaration of Sentiments at: <http://www.nps.gov/wori/declaration.htm>;
Fourteenth Amendment to the Constitution:
<http://caselaw.lp.findlaw.com/data/constitution/amendment14/>; Fifteenth Amendment to
the Constitution: <http://caselaw.lp.findlaw.com/data/constitution/amendment15/>

Wednesday, March 1 – **Women’s Rights, II** – Class Discussion on *Feminism and Suffrage*

Week 9

Monday, March 6 – **Jim Crow and Post-emancipation**

No reading

Wednesday, March 8 – **Birth Control, Marriage, Sex, and the Vibrator**

Read: Chapter 5, *Through Women’s Eyes* (including documents)
Glenda Gilmore, Chapter 7: “Forging Interracial Links,” *Gender and Jim Crow: Women
and the Politics of White Supremacy in North Carolina, 1896-1920* – item available
through Electronic Course Reserves

Week 10

Monday, March 13 – **Woman Suffrage and the West**

No reading

Wednesday, March 15 – **Last Class – PAPER 2 DUE**

Final: Thursday, March 23, 7-10 p.m.