

Wives, Witches, and Wenches: Women in American History

HIST 189/GSWS 188

T/TR 11:05am-12:20pm

Location 206 Gavett

Instructor: Brianna Theobald

Contact Info: brianna.theobald@rochester.edu

454 Rush Rhees Library

Office Hours: Tuesdays 12:30-2pm

Teaching Assistant: Claire Becker

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Course Description: This course surveys American history through the words and work of women. Broad in chronological scope, the course is not intended to be comprehensive. Rather, we will utilize primary and secondary sources to explore how women experienced important moments and events in U.S. history as well as how women's historical experiences have been shaped by social categories such as race, class, sexuality, and religion. Lectures, discussions, and assignments will further encourage students to consider questions about the practice and politics of studying women's history.

In accordance with the College credit hour policy, which awards 4 credit hours for courses that meet for the equivalent of 3 periods of 50 minutes each week, students are expected to devote at least one hour each week to identifying the main lines of argument in course readings, working alone or in groups.

Required Reading: Students must complete assigned reading prior to almost every class session, but you don't need to purchase any texts for this course. All required materials will be available on Blackboard or through the library website. I encourage you to print the readings, take careful notes, and/or have your laptop or other device available so you can access the readings during class discussions.

Grade Breakdown:

94-100% = A	87-89% = B+	77-79% = C+	67-69% = D+
90-93% = A-	83-86% = B	73-76% = C	63-66% = D
	80-82% = B-	70-72% = C-	60-62% = D-

Assessment:

An overwhelming majority of your grade will be derived from *writing*. We will talk more in class about what constitutes a good paper, but at this point it suffices to note that I expect students to submit polished, well-organized work. I encourage students to visit me during office

hours to brainstorm essays, work through problems, and, if necessary, discuss strategies for improvement. Additional writing assistance is available through the U of R Writing and Speaking Center. Learn more about this resource here:

<http://writing.rochester.edu/tutoring/index.html>.

Students will write two short essays (approximately 5 pages) that analyze and synthesize the material covered in class as well as required reading. Students should approach these essays with the same preparation and seriousness with which they would approach a formal in-class exam. I will post a prompt on Blackboard one week before each due date, and essays should be submitted via Blackboard at the dates and times indicated on the below schedule.

Two additional papers, both 5-6 pages in length, give students an opportunity to practice doing the work of a historian. For the Primary Source Paper, students will read the memoir of a local abolitionist named Lucy Colman. The memoir can be accessed here (the link is also on Blackboard): <https://babel.hathitrust.org/cgi/pt?id=wu.89098876477&view=1up&seq=1>. Each student will write a paper analyzing some aspect of the text; you may choose from the prompts listed on the instruction sheet on Blackboard. For the Oral History Paper, each student will conduct an oral interview with a woman (family member, friend, colleague, neighbor) who was born before 1975 about some aspect of women's lives in the last four decades. You will then use this source material to write an analytical paper on your chosen theme. See instruction sheets with specific guidelines for both papers on Blackboard, and we will also discuss these assignments at greater length in class.

The remainder of a student's grade will be based on participation. To be adequately prepared for class, students need to have completed the assigned reading list on the schedule below. Class sessions will be a mix of lecture and discussion, and students are expected to participate regularly in these discussions. While I will not be taking attendance, attendance is both encouraged and expected; in previous semesters, students have reported that regular attendance improved both their performance in and experience of this course.

Participation:	10%
Short Essays (2):	40% (20% each)
Primary Source Paper:	25%
Oral History Paper:	25%

Course Policies and Expectations:

Late Assignments: Assignments are due via Blackboard at the start of class on the date indicated on the below schedule. If you are unable to meet an occasional deadline, there is a two-day grace

period before a late penalty is applied. Papers submitted more than a few days after the deadline may not receive the same level of instructor or TA feedback.

Accommodation Policies: I'm happy to make accommodations as recommended by UR Disability Services. Should you need accommodations, I encourage you to make these arrangements sooner rather than later.

Academic Integrity: Academic honesty is at the core of the historical discipline, and you'll find that it is something I care deeply about. All work submitted must be your own, prepared especially for this course. Unacceptable breaches of your obligation as a student include: submission of the same work or portions of the same work to more than one class, turning in work prepared by another person as if it were your own; and the unattributed use of text of any length from any source, including websites. I will report all suspected cases of academic dishonesty to the University's Board on Academic Honesty. That said, I am happy to discuss any and all questions you may have about what does and does not constitute plagiarism, provided this conversation occurs *before* you submit the assignment. For helpful discussions of plagiarism (including subtle instances), see the American Historical Association's "Defining Plagiarism," <https://www.historians.org/teaching-and-learning/teaching-resources-for-historians/plagiarism-curricular-materials-for-history-instructors/defining-plagiarism>.

Schedule:

Week 1:

TR Jan 12: Why Women's History?

PART 1: FAMILY AND WORK IN EARLY AMERICA

Week 2:

T Jan 17: Native America
Reading: "Navajo Emergence Story"

TR Jan 19: Settling the "New World": Chesapeake
Reading: Shefveland, "Cockacoeske and Sarah Harris Stegge Grendon," in

Virginia Women

Week 3:

T Jan 24: Settling the "New World": New England
Reading: Warren, "The Cause of Her Grief"

TR Jan 26: Women and Religious Dissent
Reading: Hutchinson trial transcript

Week 4:

T Jan 31: Gender, Witchcraft, and Witch Trials

Reading: Kramer and Sprenger, “Malleus Maleficarum”; Broedel, “The Malleus Maleficarum and the Construction of Witchcraft”

TR Feb 2: Salem: A Case Study
Reading: Klopfer, “Cotton Mather’s ‘Dora’”

PART 2: THE DIFFERENCE A WAR MAKES

Week 5:

T Feb 7: Wartime Disruptions and Dislocations
Reading: Kerber, “Women Invited to War”

TR Feb 9: Remember the Ladies!
Reading: Kerber, “The Republican Mother”

PART 3: BONDAGE AND FREEDOM IN ANTEBELLUM AMERICA

Week 6:

T Feb 14: Education for Women
Reading: Kelley, *Learning to Stand and Speak*, ch. 3

TR Feb 16: Cherokee Women and the Removal Era
Reading: Excerpts from *The Cherokee Removal: A Brief History with Documents*; Perdue, “Cherokee Women and the Trail of Tears”

Week 7:

T Feb 21: Life on the Plantation
Reading: Jacobs, *Incidents in the Life of a Slave Girl* (excerpts)

TR Feb 23: From Abolition to Women’s Rights
Reading: Grimké, “Letters on the Equality of the Sexes”; Stanton, “Declaration of Sentiments and Resolutions”

PART 4: CITIZENSHIP AND SUFFRAGE

Week 8:

T Feb 28: Library Day—Meet in Special Collections (2nd floor of Rush Rhees).

TR Mar 2: Citizenship for Whom?: Women’s Rights in the Reconstruction Era
Reading: Tetrault, “Woman’s Day in the Negro’s Hour,” in *The Myth of Seneca Falls*
Short Essay #1 due via Blackboard at the start of class.

Week 9: NO CLASS: Spring Break.

Week 10:

T Mar 14: The Nineteenth Amendment and Beyond
Reading: Cahill, “Our Democracy and the American Indian”

TR Mar 16: NO CLASS: Writing Day.

PART 5: PROGRESSIVES AND THE NEW WOMANWeek 11:

T Mar 21: Race Women
Film: *Ida B. Wells: A Passion for Justice* (Watch 55-minute documentary online before class.)

***Primary Source Paper due via Blackboard at the start of class.**

TR Mar 23: Women and Work
Reading: Woloch, “A Class by Herself”

Week 12:

T Mar 28: Popular Culture in Prosperity and Depression
Reading: Hallelet, *Go West, Young Women!*, ch. 3

TR Mar 30: Women and War, Again
Reading: Escobedo, *From Coveralls to Zoot Suits*, ch. 3

PART 6: SOCIAL MOVEMENTS, FEMINISMS, AND OPPOSITIONWeek 13:

T Apr 4: Rosa Parks, Pauli Murray, and the Movement for Civil Rights
Reading: McGuire, “It Was Like All of Us Had Been Raped”

TR Apr 6: Cold War and the Home Front
Reading: Friedan, “The Problem That Has No Name,” in *The Feminine Mystique*

Week 14:

T Apr 11: A “Second Wave”?
Reading: “No More Miss America!”; Mainardi, “The Politics of Housework”

TR Apr 13: Feminisms of Color
Reading: Moraga, “La Güera”; Combahee River Collective Statement; Green, “Diary of a Native American Feminist”; Yamada, “Asian Pacific American Women and Feminism”

Week 15:

T Apr 18: Suburban Warriors and the Reagan Revolution
Reading: Schlafly, *The Power of the Positive Woman* (excerpts)

TR Apr 20: Women in Public Life
Watch: *Anita: Speaking Truth to Power*

Week 16:

T Apr 25: Women's Lives in the 21st Century

No Reading.

***Oral History Paper due via Blackboard at the start of class.**

Short Essay #2 due Tuesday, May 2 at 9am.