This is a preliminary syllabus
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Summer 2012
HISTORY 263: U.S. Women’s History

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Course Description: This course explores all of American women’s history from the colonial period to the present and is open to students from any major. However, there is a daunting amount of material to cover in just 6 weeks so be prepared for a heavy reading load and a fast pace (and remember it is a 200 level course!) The course provides an excellent overview/review of all of U.S. history with a special emphasis on women’s experiences and contributions.

The course emphasizes the diversity of women’s experiences. We explore the unique experiences of specific European ethnic/immigrant groups (ex. Irish, Italian, etc.) as well as the experiences of African-American, Native American, Asian-American, Latina, Jewish, Muslim, and lesbian women. The course makes extensive use of primary source materials.
Major themes include: changing ideas about women’s “proper place” in society; the history of the women's rights movement; women’s role in social reform; changing ideas about sexuality, family, and reproduction; images of beauty and the “feminine ideal”; women and work; and movements for civil and legal rights.

**Note:** Westfield State University assumes that a student will need to spend 16-20 hours a week to complete a 3 credit, on-line course in 6 weeks. These hours include all weekly course work and may include such activities as: textbook readings and assignments, watching videos, viewing Powerpoints, listening to podcasts, taking quizzes and exams, conducting research, writing essays/papers, posting to class discussion boards, and completing any other assigned weekly activities.

**Required Texts:**

   This is a very easy-to-read and engaging narrative that many students greatly enjoy.

   Make sure to order the correct edition (2011). This is a collection of primary sources or first hand accounts by women.

3. **PDF Readings Packets** Posted in Plato for Weeks #1, 3 and 6

**Assignments/ Grading:**

- 2% Discussion #1: Introduce Yourself
- 24% Discussion Weeks #2, 3, 5, 6
- 30% Midterm Week #4 (multiple choice + 2 essays)
- 30% Final Exam Week #6 (multiple choice + 2 essays)
- 14% Women’s Organizations or Minority Women Today: 3-5 Page Comparison Paper

**Extra Credit: To be announced**

**Remember – There is no privacy in an on-line course.** All discussion posts are public as well as any posts to ASK THE PROFESSOR. Be respectful of others even when you disagree with their opinions.

**BE WARNED:** The instructor receives a report on every student which includes exactly how many hours/minutes they spend on-line, how many discussion posts they read, how many they respond to, exactly which files they view (PDFs, Powerpoints, videos, podcasts, etc.)
WEEK #1 Native American Women, Colonial Women, American Revolution, 
& the Early Republic (1607-1820)

If you’ve never taken an on-line course you might want to check out the WebCT Start Here 
Guides: #1. Start Here Guides-For Students and #2. Start Here Guides-Student Orientation.

Skim the entire SYLLABUS to make sure you are familiar with the class and assignments.

Buy the two books! You will not be able to pass this course without doing the readings.

Then Go to the Week #1 Folder and begin ASAP!

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It is highly recommended that you complete these 10 activities in the order listed!

1. View PowerPoint #1: Native American Women

2. Watch Video #1: 500 Nations section on Cahokia and 1607 Jamestown/ Pocahontas
   (approx.. 10 minutes each)

3. Discussion #1: Introduce Yourself (4 paragraphs + respond – instructions in Plato)
   Try to post by Friday Jan. 27; discussion closes at midnight Mon. Jan. 30 (I am giving you 24 extra hours; all future discussions
   end on Sun. night at midnight and all assignments/ exams are due Sun. midnight.)

4. Read PDF Week #1 Readings Packet (recommended to print out)

   Native American Women: General Historical Overview
   History of Sexuality in America: Puritans & Native Americans
   The Celebration of Difference: Berdache Among Native Americans
   History of Native American Lesbians or “Two Spirited” Women
   The Pocahontas Myth (optional)
   Abigail Adams’ Letters to John Adams 1776
   Phyllis Wheatley Poem, 1773

5. View PowerPoint #2: Colonial Women

6. OPTIONAL PowerPoint #3: Berdache and Two-Spirited People

8. READ History of Women in America, Ch. 1-3 and 5 (pp. 2-39 and 64-75)

9. View PowerPoint #4: Women & the American Revolution

10. Read Women & the National Experience:
Ch. 1 Colonial Era (1607-1776)  Read pp. 10-14
Benjamin Wadsworth, A Well-Ordered Family (1712)
Mary Jemison, A Narrative of the Life of Mrs. Mary Jemison
Elizabeth Sprigs, Letter from an Indentured Servant (1756)
Phillis Wheatley, Letter to the Reverend Samuel Occom (1774)

Ch. 2: From Revolution to Republic: Moral Motherhood and Civic Mission  Read pp. 15-33
Anne Hulton, Letter of a Loyalist Lady (1774)
Esther Reed, Sentiments of an American Woman (1780)
Molly Brant Letter to Daniel Claus (June 23rd, 1778)
        SKIP  Abigail Adams, Letters to John Adams and His Reply (1776)
Molly Wallace, The Young Ladies, Academy of Philadelphia (1790)
        SKIP pp. 24-25 Eulalia Calis, Petition to Divorce her Husband
Abigail Abbot Bailey, Excerpt from Memoirs (1788-89)
Judith Sargent Murray, On the Equality of the Sexes (1790)
Letter from Paul Revere on Behalf of Deborah Sampson Gannet (1804)
Ladies Society of New York, Constitution (1800)
Colored Female Religious and Moral Society of Salem, MA, Constitution (1818)
Emma Willard, Plan for Female Education (1819)
John S. C. Abbott, The Mother at Home (1833)

Ch. 4 From Moral Reform to Free Love and Voluntary Motherhood,  Read pp. 58-69
Female Moral Reform Society NYC, 1st Annual Report: “Licentious Men” (1835)
Important Lectures to Females (1839)
Friend of Virtue, Died in Jaffrey, N.H., Aged 27 (1841)
Caroline Healy Dall, Letter to Paulina Davis and Woman’s Rights Convention (1851)
Dr. William Sanger, The History of Prostitution, Its Extent, Causes, Effects (1859)
Lucy Stone, Letter to Antoinette Brown Blackwell (1855)
Paulina Wright Davis, Letter to Women’s Rights Conference, Akron, Ohio (1851)
The Unwelcome Child (1845)
It is highly recommended that you complete these activities in the order listed!

**WEEK #2:** Slave Women, Women & Abolition, 1st Women’s Movement, Lowell Factory Workers, & Civil War (1800-65)

**ASSIGNMENT Graded Discussion #2:** Try to post by Friday so you have time to respond to other students.

1. **Watch** all 4 of Dr. Dodge’s “Jing” PowerPoint Discussions about **Primary Sources**

2. **Watch Video:** *Africans in America: Slavery, Fanny Kemble + Harriet Jacobs*  
   Required minutes 1-52 only. *If this isn’t yet been posted, then continue to #3*

3. **Read** *Women & the National Experience:*  
   **Ch. 5: Enslaved Women,** Read pp. 78-94
   - Benjamin Drew (interviewer), Mrs. Nancy Howard: Narrative of an Escaped Slave (1855)  
   - Harriet Tubman, Excerpts from A Biography by Her Contemporaries c.1880)  
   - Harriet Jacobs (Linda Brent), Excerpt from Incidents in the Life of a Slave Girl (1861)  
   - Elizabeth Keckley, Thirty Years a Slave and Four Years in the White House (1868)  
   - Fanny Kemble, Journal Excerpt (1838)  
   - Mary Boykin Chesnut, A Confederate Lady’s Diary (1861)  
   - Ella Gertrude Clanton Thomas, Excerpt from The Secret Eye (1864)  
   - Letitia Burwell, A Girl’s Life in Virginia Before the War (1895)

   **Ch. 6: Abolitionist Women & Racial Controversy,** Read pp. 95-97 and 100-116  
   - Elizabeth Emery and Mary Abbott, Letter to *The Liberator* (1836)  
   - Sarah Douglass, Letter to William Basset, a Lynn Mass. abolitionist (1837)  
   - Lydia Maria Child, “Prejudices Against People of Color, and our Duties” (1833)  
   - Pastoral Letter to New England Churches (1837)  
   - Sarah Grimké, Reply to Pastoral Letter (1837)  
   - Angelina Grimke Weld, Speech at Pennsylvania Hall (1838)  
   - Angelina Grimké, An Appeal to the Woman of the Nominally Free States (1838)  
   - Julia Hardy Lovejoy, Letter to *The Independent Democrat,* (1855)  
   - Elizabeth Jennings Graham, “A Wholesome Court Verdict” *NY Times* (1855)  
   - Frances Watkins Harper, Excerpt from Speech (1857)  
   - Sarah Remond, Autobiography (1861)

4. **Read** *History of Women in America,* Ch. 4 (pp. 40-63)
5. View PowerPoint #5: Women, Anti-Slavery, & 1st Women’s Movement

6. Read *History of Women in America*, Ch. 6, 7, 8 & 9 (pp. 76-155)

7. Read *Women & the National Experience*:

   **Ch. 4 From Moral Reform to Free Love and Voluntary Motherhood**, Read pp. 69-77
   
   Antoinette Brown Blackwell, The Whole World’s Temperance Convention (1853)
   A Temperance Activist (1853)
   Victoria Woodhull, And the Truth Shall Make You Free (1871)
   Harriot Stanton Blatch, “Voluntary Motherhood”, Speech (1891)
   Winnifred Harper Cooley, The New Womanhood (1904)

   **Ch. 3: Gendered Opportunity and Occupations**, Read begin p. 36 (bottom) – p. 52

   Barilla Taylor, Letter to Her Family (1844)
   Harriet Hanson Robinson, Lowell Textile Workers (1898)
   Letters to the Voice of Industry (1846)
   Sarah Bagley, Letter to Mrs. Martin (1848)
   Female Labor Reform Association, Testimony Before the Mass. Legislature (1845)
   Prudence Crandall, “Opening of A High School for Young Colored Ladies” (1833)
   *SKIP pp. 46-48*
   Sarah Josepha Hale, Godey’s Lady’s Book, Petition Sent to Congress (1856)*
   Sarah Hale, 12 Reasons Why Women Should Receive Medical Education (1857)

8. OPTIONAL POWERPOINTS

   **#6: Lowell Mill Workers**
   **#7: Women & Slavery**
   **#8: Women & the Civil War** (will be required for week #3)
WEEK #3: 19th Century Women’s Movement, the West, European Immigrant Women in the Cities, 1850-1910

Women & the National Experience: pp. 117-3, 172-77, 183-84

Ch. 7: Women’s Rights and Woman’s “Place,” 1850-1900, Read pp. 117-137

Elizabeth Cady Stanton, Seneca Falls Declaration of Sentiments (1848)
Catharine Beecher, Essay on Slavery and Abolitionism and American Females, 1837
Caroline Gilman, Recollections of a Southern Matron (1838)
Lucretia Mott, Discourse on Women 1849)
Emily Collins, Reminiscences of the Suffrage Trail (c.1888)
Sojourner Truth, A’n’t I a Woman? (1851)
Ernestine Rose, This Is the Law but Where Is the Justice of It? (1852)
Lucy Stone and Henry B. Blackwell, Marriage Contract (1855)
Elizabeth Smith Miller “Reflections on Woman’s Dress” (1892)
Frances Willard “How I Learned to Ride a Bicycle” (1895)

Ch. 9: Civil War, Reconstruction, and Gender Read pp. 172-77 and 183-84

Frances Watkins Harper, “We Are All Bound Up Together,” Address (1866)
Catharine and Harriet Beecher Stowe, Why Women Should Not Seek the Vote (1869)
Elizabeth Cady Stanton, On Marriage and Divorce (1870)
Susan B. Anthony, Proceedings of the Trial (1873)
SKIP pp. 178-83, start bottom p. 183
Amelia Barr, Discontented Women: Against Women’s Suffrage (1896)

History of Women in America, Ch. 10-12 (pp. 156-217)