

The History of Women in the United States before 1900
HISTORY 100AC LEC 001
Special Topics in the History of the United States

Meeting Times: Tuesday and Thursday, 9:30-10:59am

Location: Valley Life Sciences Building, Room 2040

Instructor: Professor Stephanie Jones-Rogers

Office Hours: Tuesdays 11:30-1:30pm and By Appointment

Office Location: Dwinelle Hall, Room 2315

Email: sejr@berkeley.edu (Please do not send messages via the bCourses site)

TAs/Readers: Sophie Fitzmaurice (sophie.fitzmaurice@berkeley.edu)

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Office Hours: By Appointment

Course Readings and Resources: <https://bcourses.berkeley.edu/>

COURSE DESCRIPTION

This course is a survey of the history of women in America from the pre-colonial period to the turn of the twentieth century. It examines the significant cultural, economic, and political developments that shaped the lives of American women, but places gender at the center of historical analysis. The course also stresses the variety of women's experiences, acknowledging the importance of race, ethnicity, and class in shaping female lives.

Topics we will cover include European-indigenous encounters; colonial settlement in the North and South; women and witchcraft; women and captivity; sex, early medical innovation and the female body; women and the American Revolution; women and the law; voluntary and involuntary migration to the West; the Civil War; the impact of Reconstruction on women; and the migration of Chinese women from their homelands to the United States.

Some of the questions that will animate our class discussions are: What was it like to be a woman in the colonial period and the nineteenth century? How did race, ethnicity, religion, and class shape women's experiences? What made their experiences distinct from men's? What were relations between different groups of women like and how did relations of power shape these interactions? How have women contributed to the development of the United States? And how have they shaped its politics, economy, society, and culture?

Students will leave this class with a clear understanding of the history of women in America from pre-colonial contact to 1900, they will possess the ability to critically analyze primary documents as well as secondary sources, and will be equipped with a historical perspective that enables them to better analyze the current experiences of American women.

COURSE REQUIREMENTS

ASSIGNMENTS

Readings

Weekly readings for this course include textbook chapters, a selection of book chapters, articles, and primary source documents (primary source documents are marked with a "P" throughout the syllabus). You do not need to purchase any textbooks or specific course materials for this

** Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advanced notice.*

class. The course syllabus and all assigned readings are available through the bCourse site for this class.

This is an advanced level undergraduate class and thus, there is a substantial amount of reading for this class. Because of the central place of discussion in the class, it is essential that you complete the assigned readings *before* Tuesday of each week so that you are prepared to make a significant contribution to our conversations. The assignments are constructed and organized in a way that encourages you to accomplish this. If you have trouble accessing bCourses, let me know (via email at: sejr@berkeley.edu) immediately.

Discussion Questions (30% of Final Grade)

Beginning with week two, you will be asked to submit at least two questions about the week's readings every week. During class, I will select a number of your questions to talk about with your classmates. Students who devised the selected questions should feel free to talk about why they posed their queries and emphasize certain arguments or issues that were interesting to them or that they had trouble with. **Please make sure to put your first and last name on your assignments.** Model discussion questions will be available on bCourses. *You will need to upload your discussion questions to the bCourses site by 5:00pm on the Sunday before class.* The bCourses site will not accept submissions after 5:00pm.

Throughout the semester, I will randomly grade three of your weekly discussion question assignments. Each of the graded discussion question submissions will be worth up to 10 percentage points (3 Discussion Question Assignments x 10 Percentage Points each=30% of Final Grade). You will not know which weeks will be graded, therefore you are strongly encouraged to submit your DQs each week without fail. **During weeks that *are* graded, each missing DQ assignment will result in a 10-percentage point deduction.** Please do not wait until 5:00pm to submit your assignment. Late assignments will not be accepted.

Weekly Response Papers (30% of Final Grade)

In addition to your weekly discussion questions and answers, you will also be asked to complete a one- to two-page response paper on the selected readings for each class session. Your response paper should include a concise summary of *each* assigned reading, it should put each author's argument into your own words (frequent quotations are discouraged) and briefly explain how they support them, and conclude with your personal assessment of the readings. If there are multiple readings for a given week, you need to incorporate each reading into your response paper (Missing readings will result in point deduction). Response papers must include your preferred first and last name, be typed using 12 point Times New Roman font, double-spaced with 1.25-inch margins, and carefully proofread. Please put your first and last name of your assignments. Handwritten assignments will not be accepted. A model response paper will be available on bCourses. *You will need to upload your response papers to the bCourses site by 8:30am each Tuesday.* The bCourses site will not accept submissions after 8:30am.

Throughout the semester, your graduate readers will randomly grade three of your response paper submissions. Each of the graded response paper submissions will be worth up to 10 percentage points (3 Response Papers x 10 Percentage Points each=30% of Final Grade). You will not know which weeks will be graded, therefore you are strongly encouraged to submit your RPs each week without fail. **During weeks that *are* graded, each missing RP assignment will result in a 10 percentage point deduction.** Please do not wait until 8:30am to submit your assignment. Late assignments will not be accepted. Your readers will return them to you with feedback and suggestions on how to improve them when appropriate.

Final Examination (40% of Final Grade) TUESDAY DECEMBER 13, 2016 3:00-6:00PM

There is no mid-term examination for this class. You will be asked to complete a *cumulative* final examination. The final exam will require that you draw directly from assigned readings, lecture material, and films to answer a short essay question and provide comprehensive answers to a selected number of the identifications chosen from a list that will be provided to you. You will find your response papers quite helpful as you study, but you will not be permitted to use your notes, RPs, or readings while completing the exam.

Extra Credit

Students are eligible to complete one extra-credit opportunity during the semester. The assignment is based on one of the two films that will be shown in class (Consult the syllabus to determine dates when films will be shown and select the film for which you're interested in complete the assignment.). The assignment is open to all students. The assignment is potentially worth 5 points. *This assignment will be especially helpful for those students who missed an assignment or did not earn full credit on multiple submissions.* The extra credit assignment will involve the following:

1. Attend class on a day when one of the two films is shown and make sure to sign the attendance sheet that day.
2. Watch the film carefully and take notes.
3. Write a 1-2 page response paper (in the same format as your weekly response paper assignment) on the film.
4. Submit it to bCourses on the following Thursday before 5:00pm.

You still have to complete your weekly DQs and RPs for those weeks (extra work=extra credit) so these assignments will not replace your RPs for those weeks.

IMPORTANT: Students are only eligible for **one** extra credit assignment. Only those students who sign the attendance sheet and submit the RP on time will earn up to 5 points. No late submissions will be accepted under any circumstances. No points will be awarded to students who "forgot" to sign the attendance sheet.

Course Grade

The course grade will be divided as follows:

Discussion Questions: 30%

Response Papers: 30%

Final Examination: 40%

All coursework must be submitted in order to pass this class.

Pass/No Pass Policy

The P/NP Policy for this class is in alignment with the College of Letters and Sciences. According to the College of Letters and Sciences' P/NP policy, "Passed grades require a level of performance at least equal to a letter grade of C-." For more information, please see this website: <http://ls-advise.berkeley.edu/registration/pnp.html>. This is non-negotiable.

COURSE AND UNIVERSITY POLICIES

Attendance and Participation: This class will take place twice a week on Tuesdays and Thursdays and attendance is required. As adults, you are expected to attend every class, arrive to class on time and stay until class is over. *Lecture slides will not be made available outside of class so it is in your best interest to attend every class session.*

Cell Phones, Laptops, Mobile Devices Classroom Policy

In order to maximize class learning and facilitate discussion, please refrain from personal conversation, turn off your cell phones (or use the phone's vibrate/silent feature) while class is in session. *Since lecture slides will not be made available outside of class, it is in your best interest to refrain from non-class related electronic/online activity.* You are strongly encouraged to develop a note-taking process that includes pencils/pens and paper. Students are asked to put their cell phones away at the start of class. Students who are found engaging in non-course related electronic communication during class will be asked to discontinue these activities. **If the problem persists, use of laptops and other electronic devices may be discontinued for all students for the remainder of the semester.**

Email Communication

If you need to contact me via email, please make sure to use your official Berkeley email (yourname@berkeley.edu) account when doing so. **Please do not send messages via the bCourses site.** Additionally, please refrain from using "textese," acronyms (e.g. OMG, LOL, BTW, etc.) or unnecessary abbreviations that might not be understood outside of a social networking context.

Accommodations for Disabilities

If you need disability-related accommodations in this class, if you have emergency medical information you wish to share with me, or if you need special arrangements in case the building must be evacuated, please inform me immediately. Please see me privately after class or in my office (Dwinelle Hall, Room 2315).

The Disabled Students' Program (DSP) is the campus office responsible for verifying that students have disability-related needs for academic accommodations, for planning appropriate accommodations, in cooperation with the students themselves and their instructors, and for providing students with an appropriate Letter of Accommodation for their instructors. Students who need academic accommodations should request them from the Disabled Students' Program at 260 Cesar Chavez Center. They can also be reached at (510) 642-0518 (voice) and/or (510) 642- 6376 (TTY/TDD).

If you already possess a Letter of Accommodation from the DSP, please give it to me immediately after receiving it or as soon as possible, so that I might be able to make necessary arrangements in a timely manner. If you have submitted your letter of accommodation to me and you find that you require an extension for any assignment due, please email me (sejr@berkeley.edu) prior to the due date whenever possible, and arrange a concrete deadline date for submitting the missed work. I will confirm receipt and, if reasonable, approve the extension via email.

Plagiarism, Cheating, and Academic Integrity

Any test, paper or report submitted by you and that bears your name is presumed to be your own original work that has not previously been submitted for credit in another course unless you obtain prior written approval to do so from me. In all of your assignments, including your homework or drafts of papers, you may use words or ideas written by other individuals, but only with proper attribution. "Proper attribution" means that you have fully identified the original source and extent of your use of the words or ideas of others that you reproduce in your work for this course, usually in the form of a footnote or parenthesis.

As a general rule, if you are citing from a published source or from a web site and the quotation is short (up to a sentence or two) place it in quotation marks; if you employ a longer passage from a publication or web site, please indent it and use single spacing. In both cases, be sure to cite the original source in a footnote or in parentheses. If you are not clear about the expectations for completing an assignment or taking a test or examination, be sure to seek clarification from me beforehand.

Finally, you should keep in mind that as a member of the campus community, you are expected to demonstrate integrity in all of your academic endeavors and will be evaluated on your own merits. So be proud of your academic accomplishments and help to protect and promote academic integrity at Berkeley. The consequences of cheating and academic dishonesty – including a formal discipline file, possible loss of future internship, scholarship, or employment opportunities, and denial of admission to graduate school – are simply not worth it.

UC Berkeley's honor code states "As a member of the UC Berkeley community, I act with honesty, integrity, and respect for others." **As a tool to promote academic integrity in this course, all written work submitted via bCourses will be checked for originality using Turnitin. Turnitin compares student work to a database of books, journal articles, websites, and other student papers. This creates an opportunity for students to improve their academic writing skills, by ensuring that other sources have been properly cited and attributed. For more information about Turnitin at UC Berkeley, visit <http://ets.berkeley.edu/academic-integrity>**

COURSE SCHEDULE

Week 1: August 25, 2016: Introductions

[NO RESPONSE PAPER DUE]

Introductions, Overview of Course, Review of Syllabus

Week 2: August 30, 2016: *The New World: Indigenous Women*

[FIRST DISCUSSION QUESTIONS DUE, SUNDAY AUGUST 28, 2016 BY 5:00PM]

[FIRST RESPONSE PAPER DUE, TUESDAY AUGUST 30, 2016 BY 8:30AM]

Kathleen M. Brown, "The Anglo-Indian Gender Frontier," in *Women's America: Refocusing the Past*, 8th ed. Eds. Linda K. Kerber, et. al. (Oxford, 2015), 12-23.

Antonia I. Castañeda, "Sexual Violence in the Politics and Policies of Conquest: Amerindian Women and the Spanish Conquest of Alta California," in *Building with Our Hands: New Directions in Chicana Studies*, eds. Adela de la Torre and Beatriz M. Pesquera (Berkeley: University of California Press, 1993), 15-33.

P: Rogers Williams, "Narragansett Women, 1643," in Nancy Woloch, *Early American Women: A Documentary History 1600-1900: Third Edition* (New York: McGraw-Hill, 2013), 5-8. (Hereafter EAW)

P: "John Lawson on Native American Women, North Carolina, 1709," in Nancy Cott, *Roots of Bitterness: Documents of the Social History of American Women* (Boston: Northeastern University Press, 1996), 14-18. (Hereafter ROB)

Week 3: September 6, 2016: *The New World: European Women*

Edith M. Ziegler, *Harlots, Hussies, and Poor Unfortunate Women: Crime, Transportation, and the Servitude of Female Convicts, 1718-1783* (Tuscaloosa: University of Alabama Press, 2014), 63-106.

P: Letter from Elizabeth Sprigs to John Sprigs, September 22, 1756, in *Colonial Captivities, Marches and Journeys* ed. Isabel Calder (New York: The MacMillan Company, 1935), 151-152.

P: "The Trappan'd Maiden,"

P: "Case of Sarah Taylor, Indentured Servant," in *ROB*, 24-28.

P: "Examination of Anne Hutchinson," in *ROB*, 3-10.

P: Mary Rowlandson, "A New England Captivity, 1681" in *EAW*, 14-19.

Week 4: September 13, 2016: *The New World: African Women*

Barbara Bush, "Daughters of Injur'd Africk: African Women and the Transatlantic Slave Trade." *Women's History Review* 17, No. 5 (October 2008): 673-698.

Judith A. Carney, "The African Women Who Preceded Uncle Ben: Black Rice in Carolina," in *Women's America: Refocusing the Past*, eds. Linda K. Kerber, et. al. (Oxford, 2015), 87-97.

P: Statutes on Slave Descent, *ROB*, 29-31.

Week 5: September 20, 2016: *Women and Marriage Intimacy in Early America*

P: "An Antenuptial Contract, Massachusetts, 1653," "Divorce in New England, Connecticut, 1655-1678" and "A Separation Decision, Maryland, 1680," *EAW*, 72-77.

Albert L. Hurtado, "Customs of the Country: Mixed Marriage in Mexican California," in *Intimate Frontiers: Sex, Gender, and Culture in Old California* (Albuquerque: University of New Mexico Press, 1999), 21-45.

Thomas E. Will, "Weddings on Contested Grounds: Slave Marriage in the Antebellum South." *Historian* 62: 99-118.

Week 6: September 27, 2016: *Sex and the Body in the Colonial Context*

Kathleen Brown, "Changed into the Fashion of a Man: The Politics of Sexual Difference in a Seventeenth-Century Anglo-American Settlement" in *The Devil's Lane: Sex and Race in the Early South*, ed. Catherine Clinton and Michele Gillespie (New York: Oxford University Press, 1997), 39-56.

Cornelia Hughes Dayton, "Taking the Trade: Abortion and Gender Relations in an Eighteenth-Century New England Village," *The William and Mary Quarterly*, Third Series, 48, No. 1 (Jan., 1991): 19-49.

Week 7: October 4, 2016: Women and Witchcraft

Matthew Dennis and Elizabeth Reis, "Women as Witches, Witches as Women: Witchcraft and Patriarchy in Colonial North America," in Thomas Foster and Jennifer Morgan, *Women in Early America* (New York: NYU Press, 2015), 66-95.

Elaine G. Breslaw "Tituba's Confession: The Multicultural Dimensions of the 1692 Salem Witch-Hunt," *Ethnohistory* 44, No. 3 (Summer, 1997): 535-556.

P: "Susanna Martin on Trial for Witchcraft, 1692," in *ROB*, 32-35.

P: "The Witchcraft Trial of Catherina Lujan, 1708," in *EAW*, 11-13.

In-Class Film Viewing: Thursday, October 6, 2016

Week 8: October 11, 2016: Women and the American Revolution

P: "A Carolina Patriot," in *EAW*, 122-124.

Sarah M. S. Perasall, "Recentering Indian Women in the American Revolution," in Susan Sleeper-Smith, et. al. *Why You Can't Teach United States History without American Indians* (Chapel Hill: The University of North Carolina Press, 2015), 57-70.

P: Hannah Lawrence Schieffelin, "Description of Molly Brant, Mohawk and Loyalist, c. 1780," *EAW*, 129.

Ruma Chopra, "Loyalist Women in British New York City, 1776-1783 in Thomas Foster et. al., *Women in Early America* (New York: NYU Press, 2015), 210-224.

P: "A Loyalist Wife," in *EAW*, 124-127.

Roy E. Finkenbine, "Belinda's Petition: Reparations for Slavery in Revolutionary Massachusetts." *The William and Mary Quarterly* 64, No. 1 (Jan., 2007): 95-104.

Week 9: October 18, 2016: Girlhood North and South

Stephanie Jones-Rogers, "Mistresses in the Making," in *Women's America: Refocusing the Past*, eds. Linda K. Kerber, et. al. (Oxford, 2015), 139-146.

P: Harriet Ann Jacobs, *Incidents in the Life of a Slave Girl. Written By Herself*. Ed. Lydia Maria Child (Boston: Published for the Author, 1861), Chapters 1, 2, 5, and 6.

Wilma King, "Minor Players in Bondage: Interactions between Enslaved and Slaveholding Children in the Old South," in *African-American Childhoods: Historical Perspectives from Slavery to Civil Rights* (New York: Palgrave Macmillan, 2005), 23-38.

Week 10: October 25, 2016: Women, "Rights," and the Law: North, South, and West

Kim Todt, "Women Are as Knowing Therein as the Men," in Thomas Foster, *Women in Early America* (New York: NYU Press, 2015), 43-65.

Jean A. Stuntz, "I Wish to Make Use of All the Laws in My Favor': Spanish Law and Women in Colonial Texas, 1719-1821," in Elizabeth Hayes Turner, Stephanie Cole, and Rebecca Sharpless, *Texas Women: Their Histories, Their Lives* (Athens: University of Georgia, 2015), 30-52.

P: Pierre de Charlevoix, "Iroquois Women in Government, 1721" *EAW*, 12-14.

P: Feme Sole Trader Acts, South Carolina, 1712 and 1744, *EAW*, 76-78.

P: "Widows, Wills, and Dower Rights, Va., 1642, and N.Y., 1721-59," and "Women's Estates, Massachusetts, 1664, and New York, 1747-1759," *EAW*, 82-90.

Week 11: November 1, 2016: The Involuntary Migration of Indian and African-American Women to the West

P: "Cherokee Women Address their Nation, 1817" in *ROB*, 177-178.

P: "Cherokee Women Resist Removal," in *EAW*, 199-201.

Theda Perdue, "Cherokee Women and the Trail of Tears," *Journal of Women's History*, 1, No. 1 (Spring 1989), 14-30.

Edward E. Baptist, "Cuffy, Fancy Maids, and One-Eyed Men: Rape, Commodification, the: Domestic Slave Trade in the United States," *The American Historical Review* 106, no. 5, (December 2001): 1619-1650.

P: Enslaved Women and the Domestic Slave Trade: First Hand Accounts: Selections from *Slave Testimony: Two Centuries of Letters, Speeches, Interviews, and Autobiographies* ed. John W. Blassingame (Baton Rouge: Louisiana State University Press, 1977).

Week 12: November 8, 2016: Spanish, Mexican and Anglo Women in the West

"Women in Spanish and Mexican California," Part I of Miroslava Chávez-García, *Negotiating Conquest: Gender and Power in California, 1770s to 1880s* (Tucson: University of Arizona Press, 2004), 3-51.

P: "Eulalia Perez in Mexican California" in *ROB*, 185-192.

P: "The Lynching of a Mexican Woman in California" in *ROB*, 55-56.

P: Jannicke Saehle, "A Norwegian Immigrant in Wisconsin, 1847," *EAW*, 192-195.

P: Elizabeth Geer, "Reaching Oregon," in *ROB*, 193-197.

P: Amelia Stewart Knight, "Crossing the Plains, 1851," *EAW*, 187-191.

P: Mary B. Ballou, "A Woman's View of the Gold Rush, 1852," *EAW*, 195-198.

In-Class Film Viewing: Thursday, November 10, 2016

Week 13: November 15, 2016: Reproductive Technologies, Medical Innovation and the Female Body in Bondage and Freedom

Susan Klepp, "Lost, Hidden, Obstructed, and Repressed: Contraception and Abortive Technology in the Early Delaware Valley." in McGraw, Judith A., ed. *Early American Technology: Making and Doing Things from the Colonial Era to 1850* (University of North Carolina Press, 1994), 68-113.

P: "A Law Regulating Midwives," in *EAW*, 44-46.

Week 14: November 22, 2016: Women the Civil War, and Reconstruction

Victoria E. Bynum, "The Women Is as Bad as the Men": Women's Participation in the Inner Civil War" in *Unruly Women: The Politics of Social and Sexual Control in the Old South* (Chapel Hill: University of North Carolina Press, 1992), 130-150.

P: "A Union Nurse," in *EAW*, 257-260.

P: "A Wartime Mistress" and "Confronting Defeat," in *EAW*, 264-269.

Jim Downs, "The Other Side of Freedom: Destitution, Disease, and Dependency among Freedwomen and their Children during and after the Civil War" in *Battle Scars: Gender and Sexuality in the American Civil War* eds. Catherine Clinton and Nina Silber (New York: Oxford University Press, 2006), 78-103.

P: Enslaved Women's Accounts of Emancipation, in *EAW*, 270-277.

Week 15: November 29, 2016: Asian-Descended Women in America

Elizabeth Sinn, "Bound for California: The Emigration of Chinese Women," in *Pacific Crossing: California Gold, Chinese Migration, and the Making of Hong Kong* (Hong Kong: Hong Kong University Press, 2013), 219-263.

P: The Chinese Exclusion Act (1882)

FINAL EXAMINATION: TUESDAY, DECEMBER 13, 2016, 3:00-6:00PM