

Professor Haynes
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Office: Humanities 4119
Office Hours: T 1:00-2:00, W 10:00-11:00

History 353
MW 4:00-5:15
Ingraham 120

This course explores the history of women and gender in colonial North America and the early United States. Lectures and readings address diverse women's movements and key episodes in American gender formation. Gender in early America was not a physical attribute; nor was it a stable set of social roles or a basis for identity in the modern sense. Rather, gender was a field of power relations that changed over time. Since the first colonial encounters, gender has intersected with and shaped hierarchies of race, nation, class and sexuality. Studying gender as a historical construction builds critical thinking skills and prepares students to participate meaningfully in diverse workplaces, political forums, and cultural spaces. Moreover, it fosters dynamic vision: in this class we consider the contingencies of gender history in order to imagine the society we wish to *create*.

Required Reading

- Carol Karlsen, *The Devil in the Shape of a Woman: Witchcraft in Colonial New England* (Norton, 1998).
- Harriet Jacobs, *Incidents in the Life of a Slave Girl*, edited by Jean Fagan Yellin (Bedford, 2009).
- Primary and secondary sources listed in the syllabus below and posted to Learn@UW
- Additional materials to be selected by students from UW libraries and databases

Assignments and Grading

There is no such thing as busywork in this class. Every assignment is designed to offer students the knowledge and skills they need to gain a critical perspective on gender and women's lives in the past. The goals associated with each assignment in the chart below reflect my teaching objectives, as well as the goals of the History Major at the University of Wisconsin-Madison. See the course schedule for even more precise statements of the reasoning behind each week's homework. I will distribute instructions for you to follow when completing the assignments in class during the week prior to the assignment's due-date.

Assignment	Portion of course grade	Goal
Quizzes <ul style="list-style-type: none"> - In-class - Short answer or essay format 	20% @ 10% each	Measure understanding of gender and women's history in early North America
Book review essay <ul style="list-style-type: none"> - Take home - Based on <i>The Devil in the Shape of a Woman</i> - 3-5 pages 	15%	<i>Evaluate</i> an influential historical argument in order to highlight opportunities for further investigation. This is NOT a book report.
Primary source interpretation essay <ul style="list-style-type: none"> - Take home - Based on <i>Incidents in the Life of a Slave Girl</i> - 3-5 pages 	15%	Employ gender <i>analysis</i> to examine a primary source in light of the <i>historical</i> context in which it was produced. This is NOT a reaction paper.
Participation & conduct <ul style="list-style-type: none"> - Come to class - Be on time - Prepare for discussion - Concentrate on lecture 	15% @ 1% per week	Consider ongoing historical conversations and orally convey persuasive arguments in informal discussions
Week 14 debate <ul style="list-style-type: none"> - Research a historical person - Enact their position in an in-class simulation of a historical debate - Your persona must be based on two primary sources: one digital and one archival - Further instruction and assistance in class and office hours 	15%	Independently locate and interpret primary sources; orally convey persuasive arguments in a formal discussion
Final essay <ul style="list-style-type: none"> - Take-home - 8 pages - Due via digital submission Dec. 23 - Detailed instructions in class 	20%	Pose a historical question and explain its implications; collect and analyze evidence; demonstrate the relevance of a historical perspective to contemporary issues

Grading Criteria

92-100% = A. Work that distinguishes itself by the excellence of its grasp of the material and the precision and insight of its argument, in addition to being well executed and free (or nearly free) of errors.

87-91.9% = AB. Work that demonstrates a very strong command of the material, but lacks some of the originality, detail, and finesse that characterizes work of A quality.

82-86.9% = B. Work that satisfies main criteria of the assignment, demonstrates a solid command of the material, and is reasonably free of errors but does not distinguish itself as excellent.

77-81.9% = BC. Work that satisfies main criteria of the assignment with a command of the material, with perhaps one or two weak areas (*e.g.*, analysis, organization, or expression).

72-76.9% = C. Work that demonstrates a rudimentary grasp of the material and satisfies at least some of the assigned criteria, but which also shows weak logic, organization, and writing style.

67-71.9% = D. Work that demonstrates a poor grasp of the material and/or is executed with little regard for college standards, but which exhibits some engagement with the material.

0-66.9% F. Work that is weak in every aspect, demonstrating a basic misunderstanding of the material and/or disregard for the assigned question. (Disregard includes cheating, fabrication, and plagiarism.)

Other policies and resources

A note on conduct: Half of your weekly participation grade is based on your compliance with a few simple rules of conduct. The first and most important is to focus on the lecture or discussion at hand. Phones should be completely silent, invisible, and out of reach. Laptops and other devices are not allowed during lectures. Educational researchers have shown that most students learn more by taking paper notes rather than using a laptop. In addition, screens can be distracting to other students and to your professor during a lecture. Lecture outlines will be posted online by 8:00 a.m. the day of lecture: please print the day's outline and take notes directly on it or in a notebook with reference to it. You may use laptops (not phones) during discussions only, and for the sole purpose of accessing digital readings. Wait for me to signal that the discussion has begun before turning on any electronic device. I also expect you to come to class on time and refrain from leaving the room abruptly unless you have notified me in advance. And finally, I expect civil and informed discussions: listen to and respond to others' points of view, don't bluff when you haven't read by raising unrelated issues in discussion, etc. By doing these three things, you can earn perhaps the easiest A of any college assignment. Each departure from these conduct guidelines, however, will result in the loss of participation points.

Accessibility: The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform me of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. I will work either directly with you in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

Late work: Please be punctual in meeting deadlines. Any late assignment (defined as turned in thirty minutes or longer after the beginning of class on the due-date) will automatically lose a letter grade. It will continue to lose 1/3 of a letter grade every 24 hours thereafter.

Academic integrity: All written assignments in this course are intended to be completed individually; please do not collaborate during the writing process. In addition, it is considered a breach of academic integrity in this course to use sources beyond the scope of this class and its Learn@UW page. Do not base your interpretation of any primary source or your analysis of any secondary source on a published synopsis, webpage, book review, or encyclopedia. By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison's community of scholars in which everyone's academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Dean of Students Office for additional review. For more information, refer to <http://www.students.wisc.edu/doso/academic-integrity/>.

History lab: The History Lab is a resource center in Humanities 4255, where experts (PhD students) will assist you with your history papers. No matter your stage in the writing process, the History Lab staff is here, along with your professor, to help you sharpen your skills and become a more successful writer. Sign up for a one-on-one consultation online: <http://go.wisc.edu/hlab>. This is an excellent resource for all students, and a place where those who are new to the kinds of critical thought used in this class can ask for additional help.

Sexual and gender violence: The UW is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence and gender-based stalking. If you or someone you know has experienced or experiences gender-based violence (intimate partner violence, attempted or completed sexual assault, harassment, coercion, stalking, etc.), know that you are not alone. UW has staff members trained to support survivors in navigating campus life, accessing health and counseling services,

providing academic and housing accommodations, helping with legal protective orders, and more. Please be aware that all UW faculty members are required reporters. This means that if you tell me about a situation, I may have to report the information to the office of the Dean of Students. You will still have options about how your case will be handled. Our goal is to make sure you are aware of the range of options available to you and have access to the resources you need. If you wish to speak to someone confidentially, you can call a 608-251-7273, a 24-hour hotline. To learn more about resources at the UW, visit <http://evoc.wisc.edu/>.

Course Schedule

Week 1

Weds. Sept. 7. Lecture 1. Course Introduction

- Read: (for Monday, Sept. 12): Theda Perdue “Columbus meets Pocahontas in the American South”; Ralph Hamor, *A True Discourse on the Present Estate of Virginia* (1614).
- Write: primary source interpretation questionnaire
- Why: Learn how to interpret a primary source; assess your writing and analytical skills; earn participation credit for week 1.

Week 2

Mon. Sept. 12. Lecture 2. Contact and conflict

- Read: Karlsen, 1-45; colonial marriage laws
- Optional: Study guide-colonial marriage laws
- Why: Begin reading Karlsen to prepare for the first essay, due in two weeks. Read the colonial marriage laws before Wednesday’s class so you’ll know which questions to ask in lecture as we strive to understand the legal process that racialized womanhood. The optional questionnaire can guide you through seventeenth-century legal language and check your primary source interpretation skills.

Weds. Sept. 13. Lecture 3. Of wives and wenches

- Read: Karlsen, 46-116; “The Trial of Anne Hutchinson, 1637”; Blackstone, *Commentaries on the Laws of England*.
- Optional: Margaret Fell, “Letter to Women’s Meetings Everywhere,” published 1975; orig. 1675-80; Anne G. Myles, “Border Crossings: The Queer Erotics of Quakerism in Seventeenth-century New England.”
- Why: Consider Ann Hutchinson’s trial in light of today’s lecture to understand how some dissenting religious practices challenged the goodwife as a normative ideal. Margaret Fell’s letter and Anne Myles’ essay showcase Quaker challenges to Puritan patriarchy. Contemplating the repeated clashes between dissenters and Puritan leaders over the course of the seventeenth century can deepen your understanding of the 1692 witchcraft crisis as you read (and write about) Karlsen’s book. Despite the privileges some women gained by conforming to the goodwife ideal, Blackstone’s *Commentaries* reveal the severe legal limitations that marriage placed on wives.

Week 3

Mon. Sept. 19. Lecture 4. Captivity, redemption and servitude

- Read (before today’s class): Mary Rowlandson’s narrative; Ann M. Little, *Abraham in Arms*, 91-125.
- Why: The secondary source (Little’s chapter) will help establish a context for interpreting Mary Rowlandson’s famous captivity narrative as a primary source. Together with the lecture, these sources reveal seventeenth-century captivity as a key example of contingency in the historical construction of gender. Many women were exposed to alternative gender systems through captivity and stories about others’ captivity. What were the consequences?

Weds. Sept. 21. Discussion: Gendered analyses of witchcraft accusations

- Read (before today’s class): Karlsen, 117-258
- Why: finish *The Devil in the Shape of a Woman* before class in order get the most out of our discussion. The discussion should prompt you to hone your *analysis* of this secondary source before writing your review. Since it’s a book *review* (not a “book report”) it would be a waste of time to sit quietly through the discussion hoping for classmates to fill you in about the narrative. Bring your questions about my expectations regarding this assignment to class, as well.

Week 4

Mon. Sept. 26. Lecture 5. The feminization of 18th-century poverty

- Write: Review of Karlsen due in class today
- Optional: Dayton, “Taking the Trade,” 19-49
- Why: Assess one of the most influential interpretations of the 1692 witchcraft trials in light of other approaches and contextual information. Dayton’s (optional) article

supplements today's lecture about women's changing relationship to colonial laws and sexuality with an account of abortion in 18th-century Connecticut.

Weds. Sept. 28. Lecture 6. The Great Awakening, sensibility, and gender instability

- Read: Larson, "Publick Universal Friend," 576-600; Fielding, "The Female Husband"
- Optional: Susannah Wright, "To Eliza Norris"; Generosa, "Letter to the Editor of the Philadelphia American Weekly Mercury."
- Why: Prepare for a discussion within the lecture. The required readings address two different aspects of 18th-century culture—religious revivals and bawdy print culture—that both engaged the issue of gender indeterminacy. How should we interpret the fact that people with such different perspectives played with and/or rejected the notion of binary gender? The optional primary sources show women writers responding to misogyny in popular print culture and carving out intellectual communities for themselves.

Week 5

Mon. Oct. 3. Lecture 7. Daughters of liberty

- Read: Norton, *Liberty's Daughters*, 195-227; Adams correspondence
- Optional: Wulf, *Not All Wives*, 181-210
- Why: Be ready to offer an original interpretation of some of the most familiar sources in US women's history. The assigned readings recount a dominant interpretation of women's participation in the colonial crisis and revolutionary war. Most people educated in the United States have at least heard of Abigail Adams, if no other eighteenth-century woman. Yet there are multiple ways to interpret even her classic letters. Ask yourself whether interpretations other than the one proposed by Norton may be reasonable. How might a historian use primary sources to support alternative interpretations? Wulf's (optional) chapter serves as an example of an original point of view on women's politics during the war.

Weds. Oct. 5. Lecture 8. Freedom fighters

- Read: Phillis Wheatley poems; Belinda petitions.
- Why: Prepare for a detailed in-class discussion of these primary sources, particularly of Belinda's reparations suit. Pay close attention to the rhetoric she used. Why did she choose these words and images? How did her political consciousness compare to that of Phillis Wheatley? Taken together, what do these documents reveal about black women's options, actions, and constraints in late revolutionary period? What *can't* we deduce from these documents?

Week 6

Mon. Oct. 10. Lecture 9. The rights of “woman” in the age of Atlantic revolutions

- Read: Mary Wollstonecraft, excerpt from *A Vindication of the Rights of Woman*; Judith Sargent Murray, “On the Equality of the Sexes”; Gordon-Reed, “The Hemings-Jefferson Treaty: Paris, 1789”
- Why: New ideas of liberty and individual rights circulated across the Atlantic during the era of the American and French revolutions. These documents examine this context from a variety of perspectives. Read them before today’s class: our discussion will compare and contrast various eighteenth-century understandings of liberty, gender, and citizenship.

Weds. Oct. 12. Lecture 10. The rhetoric of “separate spheres”

- Read: Kerber, *Women of the Republic*, 137-156; Benjamin Rush, “Thoughts upon Female Education, 1-31; Nancy Ward speeches.
- Why: The rhetoric of “separate spheres” arose along with women’s gradual exclusion from formal political participation, which remained based on property ownership. Kerber’s chapter discusses the continuation of coverture (after the revolution eroded other British traditions) as a means of excluding married women from politics. Kerber coined the influential phrase Republican Motherhood—a concept illustrated by Benjamin Rush’s arguments about education. Nancy Ward also invoked motherhood, but unlike white Americans she considered it a firm basis for political authority. How do her later speeches compare to her earlier ones? What might this indicate about their reception? Cherokee gender norms? Be prepared to discuss Ward’s speeches in light of the other assigned readings in class today.

Week 7

Mon. Oct. 17. Quiz I: Women and gender in 18th-century North America

- Read: Review your notes on Lectures 5-10, as well as the associated primary and secondary sources posted on Learn@UW. You are technically only responsible for those marked as “required reading.”
- Why: Gather information from diverse sources, draw reasonable conclusions, and prepare to present what you have learned during the past few weeks on the first of two quizzes.

Weds. Oct. 19. Lecture 11. Runaway wives and seduced daughters

- Read: Louisa Baker, *An Affecting Narrative*, 1-21.
- Why: Practice primary source interpretation, and consider the implications of seduction literature for gender in the early American republic. Choose passages to cite as evidence supporting your interpretation of this text in class.

Week 8

Mon. Oct. 24. Lecture 12. Women, wage labor, and class struggle

- Read: “Lowell Mill Workers” primary sources.
- Why: This set of primary sources documents aspects of the first labor movement led by women in the United States. Use these documents to reconstruct a profile of the archetypal “factory girl” of the 1830s and the 1840s. How did that image change over time? What can you discern about relations between female and male labor leaders? Female labor leaders and male politicians? Working women and notions of women’s rights?

Weds. Oct. 26. Lecture 13. Utopian socialists and evangelical reformers

- Read: Ginzberg, “The Hearts of your Readers will Shudder,” 195-226; Boylan, *The Origins of Women’s Activism*, chapter one.
- Optional: Jarena Lee, *Religious Journal and Experience*
- Why: Both of the required readings offer historians’ interpretations of women’s secular and religious activism during the Second Great Awakening, a dramatic turning point which will be discussed in lecture. Use these essays as sources of content *and* analyze the ways in which the authors made their respective cases. On what sources have they based their interpretations? Are other interpretations possible? Jarena Lee’s (optional) narrative describes the author’s powerful conversion experience and subsequent career as an itinerant preacher. It is one of only a few surviving autobiographies written by a black woman before the Civil War. What did the Second Great Awakening mean to Lee? How would you characterize her relationship to the context described by historians Ginzberg and Boylan?

Week 9

Mon. Oct. 31. Lecture 14. Gender in a society defined by racial slavery

- Read: Spruill, *Women’s Life and Work*, 113-135 and Camp, *Closer to Freedom*, 60-92; Harriet Jacobs, *Incidents in the Life of a Slave Girl*, 1-80
- Why: Today’s lecture will address the violence of slavery and describe enslaved women’s resistance to every aspect of enslavement. The assigned readings approach the issue of gender under slavery from a different angle: by comparing the styles of femininity enslaved women and white mistresses expressed through dress, dance, and sociability. Although these activities may seem trivial within a system of violence and exploitation, historians have long considered them significant—why? What was at stake for the women involved?

Weds. Nov. 2. Lecture 15. Abolitionist women: northern politics of racialized gender

- Read: Jacobs, 81-209.
- Optional: Maria W. Stewart, “Religion & the Pure Principles of Morality”; Angelina Grimké, *An Appeal to the Christian Women of the South*

- Why: Read Jacobs' Narrative of enslavement, escape, and interactions with northern abolitionists in light of this week's lectures. These materials are necessary to prepare for your primary source interpretation essay (due next week). The optional primary sources, authored by women who will be discussed in lecture, can deepen your understanding of the context in which Jacobs wrote and her intended audience.

Week 10

Mon. Nov. 7. Discussion: *Incidents in the Life of a Slave Girl*

- Read: Jacobs, 210-260.
- Why: finish *Incidents in the Life of a Slave Girl* before class in order get the most out of our discussion. The discussion should prompt you to hone your *interpretation* of this primary source before writing your review. Remember: the assignment is to write an essay of historical interpretation (and not a personal reaction paper). Bring the book to class and notes marking passages that will enable you to try out a few interpretive approaches in discussion before sitting down to write.

Weds. Nov. 9 Lecture 16. Organizing for women's rights

- Write: Primary source interpretation essay due.
- Why: contribute original insights to an ongoing conversation about a major text in US women's history. Write a persuasive thesis statement, support it with evidence from the primary source, and contextualize it with secondary information supplied in lectures and other assigned readings.

Week 11

Mon. Nov. 14 Lecture 17. Gender transcendence

- Read: Margaret Fuller, *Woman in the Nineteenth Century*, 1-17.
- Debate personas will be assigned in class today. Be sure to be present and on time if you have a preference!
- Optional: Elizabeth Reis, "Transgender Identity at a Crossroads" and "The Man Who Thought Himself a Woman."
- Why: The lecture and readings this week show that the women's rights movement captured only one of many understandings of gender oppression/liberation during the 1840s and 1850s. Read Fuller's document carefully: it is dense and can seem contradictory at times. What was her overarching goal? Why was mysticism so important to her argument? How would you characterize her philosophy of gender? We will discuss this primary source thoroughly in class: bring your questions and interpretations. Reis' (optional) essay and the primary source on which it's based suggest that the 1850s were a key moment in the construction of an identity that we now call transgender. What was it about the 1850s that created this possibility? How unique were the 1850s, as compared with the 1740s-70s, in this respect? How did this gender expression differ from/compare to modern trans* expressions? Why did the author of the primary source title it this way? Why write this ending?

Weds. Nov. 16 Lecture 18. Gold rushes and settler colonialism: gendered processes

- Read: Theda Perdue, “Cherokee Women and the Trail of Tears”; *Testimonios*, xix-29
- Why: Perdue’s article explains Cherokee women’s experiences of the Trail of Tears in greater depth than today’s lecture, which will compare the gender dynamics of multiple Westward migrations. *Testimonios* recount California women’s experiences of conquest first by Spanish-Mexican, then US, forces. Pay attention to the ways in which the interviews were conducted as you interpret the women’s words. How did the interviewer attempt to shape the women’s stories? How did the women resist, and to what effect?

Week 12

Mon. Nov. 21 Lecture 19. Civil War

- Read: Stephanie McCurry, *Confederate Reckoning*, 178-217; Thavolia Glymph, *Out of the House of Bondage*, 137-166.
- Why: The assigned readings for this week are two secondary sources, which approach the gendered politics of warfare from different vantage points. There won’t be much overlap with today’s lecture, so be sure to read for content while also analyzing the way each historian makes her case.

Weds. Nov. 23 No class

- Research: In lieu of today’s class, please spend at least 1.5 hours locating and obtaining digital images or copies of two primary sources that can inform your debate participation two weeks from today. One source must be digital (found through UW databases) and the other archival (found through UW libraries). Copies are due via Learn@UW before the beginning of class on Monday Nov. 28. The research will account for roughly half of your debate grade.
- Why: Learn how to independently select and locate appropriate primary source materials to inform your historical interpretation.

Week 13

Mon. Nov. 28 Lecture 20. Reconstruction

- Read: Tera W. Hunter, “Reconstruction and the Meanings of Freedom,” and associated primary sources, 227-242.
- Write: Scans or photos of your two primary sources are due today via Learn@UW. Please upload a short (2-3 sentence) statement of your rationale for choosing these sources in particular. How do you think they will inform you about the issues and perspectives involved in a major debate over the future of the women’s rights movement?
- Why: The assigned readings are intended to complement lecture as you work to understand the opportunities for positive intersectional change that arose during the era of radical Reconstruction; interpret why the outcomes differed so profoundly from the hopes of black women; compare to the changing position of white women in the post-war South.

Weds. Nov. 30 Quiz II: Women and gender in the 19th-century United States

- Review your notes on Lectures 16-20, as well as the associated primary and secondary sources posted on Learn@UW. You are technically only responsible for those marked as “required reading.”
- Why: Gather information from diverse sources, draw reasonable conclusions, and present what you have learned during the past few weeks on the last of two quizzes.

Week 14

Mon. Dec. 5 Lecture 21. Fractured feminisms

- Read: Lisa Tetrault, *The Myth of Seneca Falls*, 19-45; primary sources related to your debate persona
- Why: Tetrault’s chapter, in addition to lecture, will help you prepare for Wednesday’s debate. Read the primary sources you have located in order to prepare your remarks in advance. Imagine you are the person you have researched: whom would you identify as potential allies? Potential challengers? What kinds of questions do you want to pose to your opponents? What questions do you anticipate they will ask you?

Weds. Dec. 7 In-class debate: American Equal Rights Association, 1869

- Why: This assignment teaches research, interpretation, and oral argumentation skills. It also returns to the theme of contingency by enabling students to imagine how a pivotal moment in US women’s history might have turned out differently.

Week 15

Mon. Dec. 12 Lecture 22. Course conclusion: Visions of gender justice, 1500-1870

- Today’s lecture will draw together the many themes we have explored in this course and provide a model for you to reflect on the course as a whole while you write your final paper.

Weds. Dec. 14 Discussion and tutorial: your final papers

- Write: Final paper due as a digital Word document before 5:00 p.m. Dec. 23
- Why: This assignment teaches the analytical skill of synthesis: the ability to construct a narrative by selecting from a broad source base. The objective is to envision alternate trajectories for gender and women in the United States based on your (now historically informed) perspective. The exact prompt will be distributed in class today.