

Professor Haynes
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Office: Humanities 4119
Office Hours: W 1:00-2:30, F 3:30-5:00

History 353
MWF 8:50-9:40
Humanities 1131

This course offers an in-depth exploration of the history of women and gender in colonial North America and the early United States. Lectures and readings address key episodes in American gender formation and diverse women's movements. Gender is presented as a dynamic social power arrangement that intersects with and mutually constitutes hierarchies of race, class, nation, and sexuality.

Course Goals

By the end of this course, students will understand:

- How women participated in bringing about major historical events in early America;
- The historical construction of gender roles and power relationships;
- How to locate useful primary and secondary historical sources at UW;
- How to synthesize disparate examples and interpretations into concise statements;
- How to interpret primary documents in historical context;
- How to analyze secondary sources in gender and women's history; and
- How to formulate, express, and support an original historical thesis.

Required Reading

1. Allan Greer, *Mohawk Saint: Catherine Tekakwitha and the Jesuits* (London: Oxford University Press, 2006).
2. Mary Beth Norton, *In the Devil's Snare: The Salem Witchcraft Crisis of 1692* (New York: Vintage, 2002).
3. Charles Brockden Brown, *Ormond; or, The Secret Witness* (Hackett, 2009)
4. Harriet Jacobs, *Incidents in the Life of a Slave Girl* (New York: Penguin, 2000).
5. Margaret Fuller, *Woman in the Nineteenth Century* (London: Oxford, 1994).
6. Modules posted on Learn@UW, which will consist of articles, chapters, and short primary sources (see schedule below).

Assignments and Grading

10% Discussion
15% Midterm exam
15% Final exam
20% Book Reviews (10% each)
20% Primary Source Interpretations (best 2 at 10% each)
20% Term Paper

Guidelines

The advanced study of history requires independent synthesis, interpretation, and analysis. All of the assignments in this class will prompt you to think through what you hear and read, rather than simply memorize it. Most of your thinking will be expressed in writing, prompted by short weekly assignments.

By “**synthesis**” I mean connecting the dots between widely varied times and places, identifying patterns, and theorizing their implications. The lectures and discussions are themselves products of our collective synthesis. You will practice your own synthesis by answering questions on worksheets and exams (see below).

I use the word “**interpretation**” mainly to refer to your interaction with *primary sources*. Primary sources are documents or other artifacts produced in the past by people who experienced, observed, or thought about the events being studied. Primary sources form the bedrock of history: historians do not memorize pre-existing facts; we assemble our knowledge of the past by finding and interpreting primary sources. In this seminar, you will practice this craft firsthand.

For the purposes of this class, “**analysis**” generally refers to your work with *secondary sources*. Secondary sources are scholarly works based on primary research, such as history books. Historians communicate their findings to the public and to each other through secondary sources. Some secondary sources are more reliable and more original than others. The best secondary sources change what we thought we knew about the past by supporting a new thesis with original research. Advanced students of history do not passively absorb the information contained in a secondary source; they analyze its contribution to scholarship.

The **worksheets** are intended to give you practice interpreting primary sources and analyzing secondary sources before you move on to higher-stakes writing assignments. Bring them to discussions, and use them to inform your remarks. I will check them but not grade them: think of them as a tools for your own reference. If you have done a thorough and timely job on them, the pay-off will come in your discussion and exams grades (both the midterm and the final are open-note essay exams).

The goal of **primary source interpretation** is to articulate your understanding of the words and deeds of people in the past, discern meanings that were sometimes hidden, and account for how diverse perspectives have shaped reality. Your PSI essays will be based on assigned book-length primary sources (see schedule below) and should be four pages long. Like any essay, they should have a clear thesis statement supported by examples from the text. They should also place the source in context by referring to lectures and other readings in this class. However, you should not do additional research to prepare for these essays.

The purpose of the **book review** essays, also four pages in length, is to analyze assigned secondary sources and succinctly articulate your own thoughts about them. First, identify the thesis and its supporting points; then consider how they work together. What does the author

intend to convey? What kinds of examples does she select in order to support her thesis? What does each supporting point add to the larger picture? Only *after* you have analyzed the internal logic of the book should you begin to assess its merit. What did reading the book contribute to your understanding of the past? To what extent were you persuaded by the historian's narrative? What were its strengths and weaknesses? Can you identify stated or unstated assumptions that shaped the argument in a particular way? Might there be alternate interpretations or sources that the author omitted? Again, this sense of context can be achieved by thinking about how this book fits with—or stands apart from—what you have learned in this course so far.

During the last half of the class, you will practice locating primary and secondary sources on your own. The goal of the **sample primary source** assignment is to use UW databases or libraries to access two primary sources from the early national period that correlate to a topic that interests you. Bring them, or a reproduction of them, to class for discussion and be prepared to explain the logic of your selection. What events or phenomena do they represent? What do they add to our understanding of the past? Ideally, this exercise will give you a head start toward the term paper.

All of the skills you are practicing through the above assignments will culminate in the **term paper**. You are free to select your own topic, as long as it falls within the scope of this class: the paper must address women and/or gender in North America from the precolonial period through the U.S. Civil War (you need not attempt to cover that entire timespan, just choose a topic from within it). The term paper should use at least **three primary** sources that you found in the UW libraries or databases, and at least **two secondary** articles written by professional historians and published in peer-reviewed journals. You will interpret the primary sources, analyze the secondary sources, and construct an original thesis statement based on this work. The final paper should be ten pages in length. The assignment is staggered into **four parts**: first, the sample primary source exercise (due 10/16); second, the topic proposal and bibliography (due Oct. 30); third, the rough draft (due 11/9); and the final draft (due on 12/11). **All of these components are required**. Part of the challenge of the bibliography portion of this assignment lies in selecting appropriate sources. That said, I will be glad to talk with you individually about the state of the existing literature, or historiography, on your topic.

Midterm and final exam: Once again, memorization is *not* the goal of history. Therefore you will be permitted to refer to your own paper notes and worksheets during these in-class essay exams. I will ask you to quickly and clearly synthesize information from lectures and online reading modules. Because the exams do not test memorization, it will not work to try to cram for them. The most successful students tend to be those who have taken careful, concise notes all semester.

Writing style: Please use Times New Roman, 12-point font, standard margins, and double-space your papers. Do not use long block quotes, instead try to restate the section in your own words. Since we are all reading the same books and modules, there is no need to use footnotes or create a bibliography. Use parenthetical citations indicating the author of the source and the page number, for example (Barber, 121). Please bring paper copies of each assignment to class to inform your remarks in discussion.

Late work: Because there is a writing assignment due every week, and because the assignments are all relatively low-stakes in terms of your final grade, I will not accept late written work. Back up your work as you write so that, in the event of a computer malfunction, you will be able to use a public computer to send a digital copy to me via email at april.haynes@wisc.edu before 1:20 p.m. on the due date. In case of other emergencies, it is much safer to focus on turning in your next assignment on time than to try to recover the points lost during the crisis.

Discussion: Excellent participation required being physically present, prepared, focused and able to use relevant examples from the assigned readings in discussion. If you added this course after week 1, please see me in office hours for a chance to verbally engage with the readings we discussed before you arrived.

Electronics: I do not allow the use of phones, laptops, or tablets. Please take paper notes, instead. This policy is intended to encourage selective note-taking, which will help you during the exams. It will also reduce the chances of being distracted (or perceived as distracted) during class.

Grading criteria

A+: Work of unusual distinction. Therefore, this grade is rarely awarded in my courses.

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 reasonably free of errors.

B: Work that satisfies main criteria of the assignment, and demonstrates command of the material, but does not achieve the level of excellence that characterizes work of A quality.

C: Work that demonstrates a rudimentary grasp of the material and satisfies at least some of the assigned criteria reasonably well.

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.

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 and plagiarism.)

Other policies and resources

Academic integrity: All written assignments in this course are intended to be completed individually; please do not collaborate during the writing process. This includes the essay exams: **you are allowed to use only *your own* notes.** Borrowing another student's notes is considered academic dishonesty. 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/>.

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.

History lab: New this semester, 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 professors and teaching assistants, 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 employees 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, including whether or not you wish to pursue a formal complaint. 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 24hour hotline. To learn more about resources at the UW, visit <http://evoc.wisc.edu/>.

Schedule

<i>Week</i>	<i>Date</i>	<i>Topic</i>	<i>Read</i>	<i>Write</i>
1	W. 9/2	Course Introduction	Begin <i>Mohawk Saint</i>	
	F. 9/4	Gender in precolonial North America	Module 1	Worksheet 1
2	W. 9/9	Contact and conflict	Finish <i>Mohawk Saint</i>	
	F. 9/11	Discussion	Mohawk Saint	Book review 1
3	M. 9/14	Anglo-African Gender frontiers	Module 2	
	W. 9/16	Of wives and wenches	Begin <i>In the Devil's Snare</i>	
	F. 9/18	Discussion	Module 3	Worksheet 2
4	M. 9/21	Puritan households	Module 4; continue <i>In the Devil's Snare</i>	
	W. 9/23	Carnal women	Finish <i>In the Devil's Snare</i>	
	F. 9/25	Discussion	In the Devil's Snare	Book review 2
5	M. 9/28	Engendering Wealth and Poverty	Module 5	
	W. 9/30	Women's Great Awakening	Module 6	
	F. 10/2	Discussion	Module 7	Worksheet 3
6	M. 10/5	How Women fought for Independence	Module 8	
	W. 10/7	The Rights of Woman	Module 9	
	F. 10/9	Discussion	Midterm review	

7	M. 10/12	Midterm		
	W. 10/14	Tutorial: Researching early American women at College Library	Begin <i>Ormond</i>	Sample primary sources (1783- 1800)
	F. 10/16	Discussion	Your primary sources	Bring hard copies and be prepared to discuss them
8	M. 10/19	Backlash	Module 10	
	W. 10/21	Seduced daughters and runaway brides	Finish <i>Ormond</i>	
	F. 10/23	Discussion	<i>Ormond</i>	PSI 1
9	M. 10/26	Third and blurred genders	Module 11	
	W. 10/28	Women in the Borderlands	Secondary research for your terms papers	
	F. 10/30	Discussion	Your term papers	Term paper proposal and bibliography due
10	M. 11/2	Women and wage labor	Module 12	
	W. 11/4	Gender in paradise	Module 13	
	F. 11/6	Discussion	Module 14	Worksheet 4
11	M. 11/9	Female Moral Reformers	Module 15	
	W. 11/11	Abolitionist women	Begin <i>Incidents in the Life of a Slave Girl</i>	Term paper rough draft due
	F. 11/13	Discussion	Module 16	Worksheet 5

12	M. 11/16	Women in plantation households	Continue <i>Incidents in the Life of a Slave Girl</i>	<i>Term paper rough drafts will be returned to you</i>
	W. 11/18	Resisting slavery	Finish <i>Incidents in the Life of a Slave Girl</i>	
	F. 11/20	Discussion	<i>Incidents in the Life of a Slave Girl</i>	PSI 2
13	M. 11/23	Building a “Woman Movement”	Begin <i>Woman in the 19th Century</i>	
	W. 11/25	Transforming gender	Continue <i>Woman in the 19th Century</i>	
14	M. 11/30	Sectionalism and Settler Colonialism	<i>Finish Woman in the 19th Century</i>	PSI 3
	W. 12/2	The Woman’s War	Module 17	
	F. 12/4	Discussion	Module 18	
15	M. 12/7	Reconstructing Womanhood	Module 19	
	W. 12/9	Fractured Feminisms	Work on your term papers	
	F. 12/11	Discussion	Your term papers	Final term paper draft due
16	M. 12/14	Course Conclusion		
	F. 12/18	Final Exam, 12:25-2:25		