

AMH 3931

Meeting time: MWF 12:50-1:40 PM

Instructor: J.E. Morgan

Office: FLI 234

Office phone: 352-273-3397 (I can be reached here during office hours, but email is best.)

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Special Topics in American History: Women's History

Course Description, Goals, and Objectives

This semester, we will be investigating women's history in North America through the lens of myth. We will examine narratives or notions that powerful men have created about women as well as those that women have created about themselves or other groups of women. Some of the more expansive categories include the dangerous woman, the virtuous woman, the hysterical woman, etc.

Approaching our readings from an Atlantic perspective, we will consider the relation of such ideas to beliefs about women's roles and their origins in specific cultures and societies. We will then ask how these beliefs and ideas about women shifted or transformed over time and space to serve new ends or reflect new contexts. Most importantly, we will examine how narratives about certain groups of women have served larger political, social, cultural, and economic ends in ways that have shaped the trajectory of North American history from the seventeenth century through the late-nineteenth century.

We will also discuss the ways in which women of various social, cultural, and racial groups have been portrayed in the writing of North American histories. We will begin the semester by reading a number of essays that question what "women's history" is and how it has been done. At the end of the course, you will be asked to form your own arguments about what women's history is, what it should (or should not) be, and the direction in which you, as a scholar-in-training, believe it should go.

Requirements

- Participation: 10%
 - This includes informed participation. You will be asked to facilitate one class discussion this semester as part of your participation grade. If you must miss class, you are responsible for obtaining the notes and materials from that day and information about assignments that may be due by the next class period.
 - Note: Please do not attend class in person if you feel ill. Contact me, and I will make arrangements for you to attend via Zoom or, if there are in-class assignments, to make those up.
- Essay 1: Short Critical Essay: 20%
 - You will write an essay in which you analyze two primary sources in terms of the historical context in which they were created. For this context, you should draw upon material, including readings, that we cover in class. At least one of the two primary sources should come from our class materials. Questions that you should consider are: What group(s) of women are centered in these sources? What argument is the author making about women's behavior or roles in society or about the nature

- of women in general? How does this argument connect to the political, economic, social, or cultural context in which it was created?
 - Students are required to email me a list of chosen sources and a paragraph explaining your plan by Friday, 9.17.
 - Short essays should be about 600 words (approx. 2.5 pages double spaced) and follow Chicago style formatting and documentation.
 - Due 9/24 by 5 PM via campus email to instructor.
- Midterm Exam: 20%
 - The exam will be a series of short essay questions based on what we have covered so far and will be completed in class.
- Final Essay: 25%
 - Choose three primary sources. All three should relate to a common theme, issue, or historical event. At least one should come from our class materials. Conducting additional research on your own, you will incorporate 2-3 scholarly sources (that clearly connect to one of the themes and time periods in this course. Your primary sources must be submitted for approval in your proposal (see below). Questions to consider for this essay include: What group(s) of women do these sources center? What set of beliefs about this group of women do they discuss or reveal? What false narrative about women's actions or roles do they address or create, and what is the historical context in which these primary sources were created? Finally, look back to the scholarship defining women's history from the beginning of the semester. Analyze these sources in light of the approach or argument of one or more of the authors of these articles. What point from their arguments about the writing of women's history are important to your analysis of these primary sources?
 - You are required to email me your plans for this paper. Include your approach, argument, and a list of proposed sources for this paper at least one week prior to the due date.
 - The final essay should be about 1500 words (approximately 6 pages double spaced). Citations should follow Chicago style formatting and documentation.
 - Due 12/6 by 5 PM via campus email to instructor.
- Final Exam: 25%
 - The final exam will be comprehensive. You will receive a study guide on final exam review day.
- Late work policy: Essays submitted past the deadline will be docked a letter grade per day. Exams and in-class work cannot be made up. Allowances may be possible for illness or emergency. In such an event, contact me via email as soon as possible to discuss any issues that you may be having regarding coursework/attendance for this class. Waiting until the last minute to contact me leaves fewer (and possibly no) options for solving problems that you may be having with an assignment.
- More information on the University's grading policies can be found here: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Texts

- Materials will be made available through Canvas/the library's course reserves.

Canvas Policy

- The course syllabus and other materials such as assignments will be available via Canvas. Please check our course site regularly.

Course Modality

This class will meet face to face, but if conditions such as a quarantine or illness require you to attend remotely, please let me know as soon as possible so that you can receive the Zoom link for that day's class. Please stay in contact regarding your status, as this class will default to face-to-face instruction. You may attend class remotely for an extended period of time, but there are no permanent HyFlex sections of this course. Be aware that participation in class discussions, including the class facilitation assignment, is still required of students who choose to attend remotely. I will be glad to help you set up your remote facilitation. Email me at least one week prior to your assigned date in order to do this.

Communicating with Your Professor

The official communication method for this class will be through campus e-mail. You will be responsible for checking your UF email since I will be using that address to correspond with you. You should check Canvas regularly for course updates, assignments, and emails as well.

- My office hours this semester will be as follows this semester:
 - Wednesdays 1:45-2:45 in person/by Zoom
 - Thursdays 11-noon by Zoom
- If you would like to meet, you may either come in person to my office on Wednesday during the posted hours or email me to request a Zoom link. If you cannot meet during these hours, email me and we will work out a time for a Zoom meeting.

Cell phone/Tablet/Laptop Policies

- In order to create a respectful environment that is conducive to discussion and learning, please turn off all sounds on cell phones and computers
- Refrain using your devices in ways that may be distracting to your classmates (activity unrelated to class discussions, etc.).
- Students who fail to abide by these rules will be asked to leave.

Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Contact information for the Disability Resource Center is:

- DRC@ufsa.ufl.edu
- Voice: (352)392-8565
- <https://disability.ufl.edu/contact-us/>

Course Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at gatorevals.ua.ufl.edu/students/. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at gatorevals.ua.ufl.edu/public-results/.

The Writing Studio

Students are encouraged to use the resources at the Writing Studio this semester.

“The *Writing Studio* is a free service for current UF graduate and undergraduate students. Students have the opportunity to work one-on-one with a consultant on issues specific to their own particular development. Because our aim is to help students become more effective writers, we do not simply proofread or edit documents. We can, however, assist students to become better proofreaders and editors of their own work.”

For more information about The Writing Studio:

- <https://writing.ufl.edu/writing-studio/>
- To make an appointment online:
<https://writing.ufl.edu/writing-studio/for-students/schedule-an-appointment/>
- 2215 Turlington Hall
- Office phone: (352) 846-1138

Honor and Conduct Codes

Honor Code and Academic Integrity:

The University of Florida’s Student Honor and Conduct codes are in effect throughout the semester. The UF Honor Pledge states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code.” On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

By taking this course, you acknowledge that the following are violations of the honor code: cheating on exams, plagiarizing any assignment (this includes but is not limited to failing to cite your sources or use quotation marks properly), submitting work that is not your own, excess collaboration, and giving false information to a faculty member. For the University’s complete Student Honor Code and Student Conduct Code, click here:

<https://regulations.ufl.edu/wp-content/uploads/2020/12/UF-Regulation-4.040.pdf>

Plagiarism and other forms of academic dishonesty are grounds for failing the course.

Conduct and Classroom Environment:

Respectful discussions and collegial behavior are key to participation, learning, and success in this class. Maintaining this environment means arriving on time, silencing all devices, speaking respectfully to other students and the instructor, and avoiding behavior or activities that are distracting to others (including using devices in ways that are distracting/unrelated

to class activities). Continued disruptive behavior may result in a lowered grade and/or disciplinary action at the department or university level.

Statement on COVID-19

In response to COVID-19, the following practices are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.

* If you are not vaccinated, get vaccinated. Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. Visit this link for details on where to get your shot, including options that do not require an appointment: <https://coronavirus.ufhealth.org/vaccinations/vaccine-availability/>. Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose on campus.

* You are expected to wear approved face coverings at all times during class and within buildings even if you are vaccinated. Please continue to follow healthy habits, including best practices like frequent hand washing. Following these practices is our responsibility as Gators.

* Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.

* Hand sanitizing stations will be located in every classroom.

* If you are sick, stay home and self-quarantine. Please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email covid@shcc.ufl.edu) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the UF Health Screen, Test & Protect website<<https://click.info.gator360.ufl.edu/?qs=8f0d5e01a3f7385148f144e2089093522a358a8d85cb9db73c31675d3c5e5c0d27748d40c212f544822551342f1912ea5b4f2b890d5952e8>> for more information.

* Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.

* If you are withheld from campus by the Department of Health through Screen, Test & Protect you are not permitted to use any on campus facilities. Students attempting to attend campus activities when withheld from campus will be referred to the Dean of Students Office.

* Continue to regularly visit coronavirus.UFHealth.org and coronavirus.ufl.edu for up-to-date information about COVID-19 and vaccination.

And last but not least:

Do not hesitate to email me if you have questions about papers or readings, are having difficulty with an assignment, or just want to check in and make sure that you are on track.

Weekly Schedule

(Subject to change. Email me before the next class if you must miss a class.)

Week 1: Defining and Redefining Women's History

- Mon. 8.23 Course introduction; short writing response
- Wed. 8.25 Kessler-Harris, Alice. "Do We Still Need Women's History?" *The Chronicle of higher education* 54, no. 15 (2007); Introduction in White, Deborah G. *Ar'n't I a Woman?: Female Slaves in the Plantation South* Rev. ed. New York: W.W. Norton, 1999. Class facilitation assignments.
- Fri. 8.27 Krauthamer, Barbara. "Ar'n't I a Woman? Native Americans, Gender, and Slavery." *Journal of women's history* 19, no. 2 (2007): 156–160.

Week 2: Early Atlantic Women

- Mon. 8.30 Section introduction: Women's history in the early Atlantic World
- Wed. 9.1 Morgan, Jennifer L. "'Some Could Suckle over Their Shoulder': Male Travelers, Female Bodies, and the Gendering of Racial Ideology, 1500-1770." *The William and Mary quarterly* 54, no. 1 (1997): 167–192.
- Fri. 9.3 Morgan, continued.
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Week 3

- Mon. 9.6 Labor Day holiday, no class
- Wed. 9.8 Ch 1 in Brown, Kathleen M. *Good Wives, Nasty Wenches, and Anxious Patriarchs: Gender, Race, and Power in Colonial Virginia* Chapel Hill: Published for the Institute of Early American History and Culture by the University of North Carolina Press, 1996.
- Fri. 9.10 (continued)

Week 4: Women and Colonization

- Mon. 9.13 Section introduction: Women during the colonial era in North America; Discussion of Essay 1 assignment
- Wed. 9.15 Brown, Kathleen M. "The Anglo-Algonquian Gender Frontier"
- Fri. 9.17 pp. 256-57 in Kingsbury, Susan M., and Herbert L. Osgood. *The Records of the Virginia Company of London* Washington: G.P.O., 1906.

Week 5

- Mon. 9.20 Workshop for Essay 1
- Wed. 9.22 Mather, Cotton. *A Family Well-Ordered, or, An Essay to Render Parents and Children Happy in One Another Handling Two Very Important Cases*, 1699
- Fri. 9.24 Gender, Race and the Salem Witch Trials; Essay 1 due by 5 PM

Week 6

- Mon. 9.27 Breslaw, Elaine G. *Tituba, Reluctant Witch of Salem: Devilish Indians and Puritan Fantasies* New York: New York University Press, 1996.
- Wed. 9.29 Documents on the Salem witch trials (See Weekly Readings and course reserves)
- Fri. 10.1 Documents on the Salem witch trials (See Weekly Readings and course reserves)

Week 7: Revolutionary Women

- Mon. 10.4 Section introduction: Women's roles during the American Revolution
- Wed. 10.6 Ch 2 in Holton, Woody. *Unruly Americans and the Origins of the Constitution* New York: Hill and Wang, 2007.
- Fri. 10.8 Homecoming—no class

Week 8

- Mon. 10.11 Letter from Abigail Adams to John Adams, 31 March-5 April 1776.
- Wed. 10.13 Review for midterm
- Fri. 10.15 Midterm exam due by 5 PM

Week 9: Women in the Era of the Early Republic

- Mon. 10.18 Section introduction: Women's roles in North America in the era of the early republic
- Wed. 10.20 Ch 1 in Block, Sharon. *Rape and Sexual Power in Early America* Chapel Hill, [North Carolina: Published for the Omohundro Institute of Early American History and Culture, Williamsburg, Virginia, by the University of North Carolina Press, 2006.
- Fri. 10.22 Documents in "Women of the Early Republic" file, Week 9, Canvas

Week 10:

- Mon. 10.25 Ch 5 in Gordon-Reed, Annette. *Thomas Jefferson and Sally Hemings: an American Controversy* Charlottesville: University Press of Virginia, 1997.
- Wed. 10.27 Discussion of Hemings, continued.
- Fri. 10.29 Documents in "Women of the Early Republic" file, Week 10, Canvas

Week 11:

- Mon. 11.1 Ch 1 in Miles, Tiya. *Ties That Bind: the Story of an Afro-Cherokee Family in Slavery and Freedom* Second edition. Oakland, California: University of California Press, 2015.
- Wed. 11.3 Documents in "Women of the Early Republic" file, Week 11, Canvas
- Fri. 11.5 Documents in "Women of the Early Republic" file, Week 11, Canvas

Week 12: Women of the Antebellum and Reconstruction-Era U.S.

- Mon. 11.8 Introduction to section: Women's lives and roles from the antebellum period through Reconstruction
- Wed. 11.10 Ch 1 in White, Deborah G. *Ar'n't I a Woman: Female Slaves in the Plantation South* Rev. ed. New York: W.W. Norton, 1999.
- Fri. 11.12 Excerpts from *Harriet Jacobs, Incidents in the Life of a Slave Girl*

Week 13

- Mon. 11.15 Ella Gertrude Clanton Thomas diary, excerpts
- Wed. 11.17 Ch 3-8 in Keckley, Elizabeth. *Behind the Scenes, or, Thirty Years a Slave, and Four Years in the White House*; Discussion of final paper assignment.
- Fri. 11.19 "Slavery to Suffrage" exhibition materials (in course reserves and Canvas "Weekly Readings" folder)

Week 14

- Mon. 11.22 Freedman, Estelle B. "'Crimes Which Startle and Horrify': Gender, Age, and the Racialization of Sexual Violence in White American Newspapers, 1870–1900." *Journal of the history of sexuality* 20, no. 3 (2011): 465–497.
- Wed. 11.24 Thanksgiving break—no class
- Fri. 11.26 Thanksgiving break—no class

Week 15: Beyond Reconstruction

- Mon. 11.29 Excerpt from Wells-Barnett, Ida B. *Southern Horrors Lynch Law in All Its Phases*. New York: New York Age Print, 1892. Final paper proposals due.
- Wed. 12.1 Excerpt from White, Deborah G. *Too Heavy a Load: Black Women in Defense of Themselves, 1894-1994* First edition. New York, New York: W.W. Norton & Company, Inc., 1999.
- Fri. 12.3 Readings, continued. Final paper workshop.

Week 16

- Mon. 12.6 Discussion: Redefining Women's History. Review essays from Week 1. Final paper due by 5 PM.
- Wed. 12.8 Review for final exam
- Fri. 12.10 Reading day

Final Exam: 12/16/2021 12:30 PM - 2:30 PM