This course will examine the history of women in the United States from the colonial period to 1877. We will investigate how women across time and place experienced their lives as individuals and as members of families and communities. What did women want? What did society expect? How did broader discourses of gender inform the histories of colonialism, American nation building, slavery and race relations, economic life, and new understandings of “rights”? To answer these questions, readings and discussions will focus on women’s work, family and sexual relationships, and involvement in religious and public life. We will also look at political life: women's legal status, involvement in the American Revolution, and political activism in reform movements. The class will require active reading, discussion, and several writing assignments. As we explore gender history, we will also consider how historical perspectives add to our understanding of more recent history and gender in our own time.

**READINGS:**
The following books are required reading and are available at the UB Bookstore.


There are also additional **REQUIRED** articles and documents available to you through UB Learns on Course Documents. Download these from UB Learns. I encourage you to print them out to underline or, if not, to take notes while reading on-line.

**COURSE POLICIES AND RESOURCES**

**Attendance and Participation:** This is a discussion-based class where you will be expected to listen, discuss, ask questions, and contribute your ideas. Your presence, energy and informed participation (this means doing the reading!) are important for making the classroom a supportive and challenging place to learn. It is also part of your of your grade, so COME TO CLASS. Your class participation grade is based on attendance, promptness, preparedness, and vocal participation. More than **three absences** (sick or not sick) may lower your grade.

**Academic Integrity (no plagiarism, no cheating) Policy:**
See [http://undergrad-catalog.buffalo.edu/policies/course/integrity.shtml](http://undergrad-catalog.buffalo.edu/policies/course/integrity.shtml)
Academic misconduct includes acts in which a student seeks to claim credit for the work or efforts of another without authorization or citation. Examples include but are not limited to:

a. Cutting and pasting text from the web without quotation marks or proper citation.
b. Paraphrasing from the web or written texts without crediting the source.
c. Using notes in an exam when such use is not allowed.
d. Using another person’s ideas, words, or research and presenting it as one’s own.
e. Submitting a paper in one class that you have or are going to submit in another without asking for permission from your professors.

Accessibility Resources:
If you require classroom or testing accommodations due to a disability, please contact Accessibility Resources, located at 25 Capen Hall. AR can be reached by phone at (716) 645-2608 or by email at stu-accessibility@buffalo.edu. I encourage students with disabilities receiving accommodations through AR to discuss these with me, after class or during my office hours, so that I may be better informed on how to assist you during the semester.

Computers and Cell Phones
I ask that you do not use laptops in class unless, for reasons of disability and accessibility, you need one to fully participate in lecture. Let me know if this is the case. I also ask that you turn off cell phones before lecture starts, and keep them in your bag for the duration of lecture.

Life Going Awry?
While my wish for you is a great semester, sometimes life becomes complicated. If this is the case, please let me know as soon as possible so that we can make arrangements in order that you survive and flourish during the semester. Be aware of drop, add, withdraw dates and policies.

LEARNING OBJECTIVES
These refer to the content and skills this course will help you to master. The objectives listed below will be assessed in the various assignments for the course. We’ll talk specifically about the task, my expectations, and the criteria for grading before each assignment.

Historical Knowledge/Content
History 341 introduces students to major themes and ideas in the study of the women and gender history before 1877. It challenges them to think about women’s history and the formation of gender in a more complex light. And it demands that they interrogate the place of women and gender in the making of the United States, thus integrating women’s history into broader knowledge of U.S. and related histories.

Historical Thinking
History 341 also introduces students to historical thinking and the historical method. It provides them with the opportunity to analyze new kinds of texts, particularly primary sources. It engages students in the process of articulating historical problems for exploration, questioning sources, and building arguments; in other words, to start thinking and writing like historians.
**Historical and General Academic Skills**

History 341 finally helps students develop historical skills. That is, it helps students develop critical thinking skills, sharpen research, reading, and writing skills, and develop note-taking skills and comprehension skills. In addition, students will hone their oral skills with discussion contribution, posing questions, and formal presentations.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Knowledge</th>
<th>Thinking</th>
<th>Skills</th>
<th>Oral presentation</th>
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<tbody>
<tr>
<td></td>
<td>Describing past</td>
<td>Explaining past</td>
<td>Cause &amp; effect Problems &amp; uses of evidence Critical reading Analytical writing &amp; argument</td>
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<td>First Essay</td>
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<td>Second Essay</td>
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<td>Reading Responses</td>
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<td>Presentation</td>
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<td>Discussion Contribution</td>
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<td>Final Exam</td>
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**ASSIGNMENTS**

- Reading Responses = 20%
- First Essay = 15%
- Second Essay = 15%
- Presentation = 10%
- Class Participation = 20%
- Final Exam = 20%

**Reading Responses**

For nine of the weeks that the class meets, you have the opportunity to write a reading response. Five of these times—four of your choice and one (on 10/9) mandatory, you must submit a reading response of 300 – 500 words (1 to 2 pages, handed in Thursday in class) answering the Reading Response Question given for that week. I will count off if it is significantly shorter or longer than the page limit and will not accept late reading responses. The responses will be evaluated for content, comprehension, and writing. You will also get an opportunity to revise three of your responses for an increase in your grade.

**WEEKLY TOPICS AND READINGS**

**8/26** INTRODUCTIONS

**UNIT I: CONTACT, CONFLICT AND EARLY SETTLEMENT**

**8/28** *Worlds Across the Atlantic*

READ:

9/2  *Contact and Conquest, 1500-1700*

**READ:**

9/4  *New England Society: Harmony and Conflict*

**READ:**

9/9  *Women, War, and Witchcraft*

**READ:**

9/11  *Salem in Popular Culture*

**FILM**
**FIRST ESSAY DUE FRIDAY, 9/12**

9/16  *Spanish and French Conquest*

**READ:**

9/18  *Family Economy and “Trade”*

**READ:**
UNIT TWO: GENDER IN THE ERA OF THE AMERICAN REVOLUTION

9/23 The Revolutionary Era: Sex, Pleasure, and Compliance
READ:
Lyons, Sex among the Rabble, 1-114.

9/25 Revolution in Print
READ:
Lyons, Sex among the Rabble, 115-182.

9/30 Mary Silliman’s War
FILM
READ: (for Thur.) Lyons, Sex among the Rabble, 183-308

10/2 Sex in the City: Wartime Possibilities
READ:
Lyons, Sex Among the Rabble, 183-308.

10/7 Republican Chaos or Republican Motherhood
READ:
Lyons, Sex Among the Rabble, 309-353

10/9 Revolutionary Backlashes: Sex in the Early 19th Century
READ:
Lyons, Sex Among the Rabble, 354-396.

MANDATORY READING RESPONSE:
Question: What is the overall argument of Lyon’s book? How do her three sections substantiate that argument?

UNIT THREE: GENDER, DOMESTICITY & THE CONTRADICTIONS OF SLAVERY

10/14 Domestic Economies and the New Ideology of Domesticity
READ:
Caroll Smith-Rosenberg, “The Female World of Love and Ritual,” in WA, 189-204.
DOCS: “Moral Reform” Docs in Course Docs.

10/16 Factory Women
READ:
10/21  *Enslaved Childhood and Motherhood*

**READ:**
Harriet Jacobs, *Incidents in the Life of a Slave Girl*, ch. I to XV

10/23  *Escape from Slavery?*

**READ:**
Jacobs, *Incidents*, ch. XVI to XXV

**FILM CLIP:** *Twelve Years a Slave*

10/28  *Fugitive or Free:*

**READ:**
Jacobs, *Incidents*, ch. XXVI to XLI (end)

10/30  **GROUP PRESENTATIONS: PRIMARY SOURCE ANALYSIS**

**UNIT FOUR: CIVIL RIGHTS AND CIVIL WARS**

11/4  *Women’s Antislavery Activism*

**READ:**

**DOCS:** “Claiming Rights I,” in *WA*, 233-237.

11/6  *Woman’s Rights: The Declaration of Sentiments*

**READ:**

**DOCS:** “Claiming Rights II” and “Photograph of Sojourner Truth” in *WA*, 264-271. “Vote Docs” in Course Docs.

11/11  *Civil War: Southern Experiences*

**READ:**

**DOCUMENTS:** “Counterfeit Freedom,” in *WA*, 295-297.

11/13  *Civil War: Northern Women Serve and Organize*

**READ:**
Louisa Alcott, *Hospital Sketches*, 3-96.

[http://archive.org/stream/hospitalsketches00alco#page/n0/mode/2up/search/1](http://archive.org/stream/hospitalsketches00alco#page/n0/mode/2up/search/1)

11/18  *Aftermaths: The Meaning of Emancipation*

**READ:**

**DOCS:** “Counterfeit Freedom,” in *WA*, 295-297

11/20  
(Un)Settling the Trans-Mississippi West  
READ:  
Rose Stremlau, “‘I Know What an Indian Woman Can Do’” in WA, 272-282.  
Sarah Winnemucca, from Life among the Piutes in Luckett and Olwell, Women in the West (Antelope Island Press, 1982).

11/25 Women Migrants to the West: Life in Rural America  
SECOND ESSAY DUE IN (or before) CLASS

11/27 HAPPY THANKSGIVING

12/2 East to West and the Clash of Cultures  
READ:  
FINAL EXAM HANDED OUT

12/4 Race and the Woman’s Rights Movement  
READ:  
DISCUSS FINAL EXAM

FINAL EXAM DUE Thurs., December 11 (in Park Hall 567) by 4:00