

Course Enhancement Rationale

Course Dept/Number: History 377
Instructor: Case
Total Credits: 4

Course Name: Women in Early America
Gen Ed Cr: Yes

Indicate which enhancement(s) will be used for this course by checking the appropriate box.

Enhancement	COMAR Requirements
<input checked="" type="checkbox"/> Increased course content and/or collateral readings	Additional 45 hours per semester of supervised, documented learning.
<input checked="" type="checkbox"/> Undergraduate Research and Information Literacy	Additional 45 hours per semester of supervised, documented learning and/or supervised instruction and documented learning through appropriate technology mediums.
<input type="checkbox"/> Technology	Supervised instruction and documented learning through appropriate technology mediums.
<input type="checkbox"/> Higher Level Critical Thinking Exercises	Additional 45 hours per semester of supervised, documented learning and/or supervised instruction and documented learning through appropriate technology mediums.
<input type="checkbox"/> Service Learning/Civic Engagement	Additional 45 hours per semester of supervised, document learning.
<input type="checkbox"/> International Education/Cultural Enrichment	Additional 45 hours per semester of supervised, documented learning.
<input type="checkbox"/> Additional hour(s) in class	Additional 15 hours per semester of supervised, documented learning. (Complete only questions #1 below)
<input type="checkbox"/> Additional hour(s) in lab or studio	Additional 30 hours per semester of supervised, documented learning.

1. Describe the enhancement(s) for this course. Discuss how this enhanced course will differ from the current 3 credit course. Especially address what makes it a more rigorous, focused and engaging learning experience.

The course includes another substantial (360 page) book that will help students achieve a fuller understanding of women in the 19th century U.S., as well as allow them more practice in becoming critical readers. In addition, in the past I allowed students the option of writing either two short essays or one long research paper. The enhanced course requires both. This will provide students with opportunities both to engage more deeply with material assigned for the course and to develop their research skills (including reading both primary and secondary sources).

2. Discuss what the faculty member will do to provide appropriate guidance and feedback for the enhancement activity.

Students will show their mastery of additional material on papers and exams. I provide extensive feedback on graded material to allow students to improve over the course of the semester. I will provide guidance on how to pick a research topic and how to identify sources. All material will be graded.

3. Discuss the estimated time expected for students to complete the enhancement (COMAR requires approximately 45 hours per 1 credit):

The Brodie book will require at least 12 additional hours of reading (using the calculation of 25 pages an hour). The 12-15 page research paper will require approximately 40-45 hours. Students will spend about 25 hours identifying a viable topic, identifying appropriate sources, reading at least 3 additional secondary sources, and reading primary sources. Between 10 and 15 hours will be spent actually writing, and an additional 5 hours will be required for editing the paper.

4. Discuss how the enhancement will be assessed.

The required research paper represents 25% of the grade of the enhanced course. In addition, content from the Brodie book will appear in the second paper and on the final exam.

History 377: Women in Early American History
OLD SYLLABUS

Fall 2007

Monday, Wednesday, and Friday, 10:00-10:50 a.m.

Dr. Sarah H. Case

E-mail: shcase@salisbury.edu

Office: 375 Holloway Hall

Office hours: Monday and Wednesday 12-1 pm, Tuesday and Thursday 12:30-2pm,
and by appointment

Course Overview

This course will provide students with an overview of the important social, political, legal, and economic developments in the history of women of the United States from the colonial era through 1890. The class format combines lectures with group discussion of course readings and materials. Students are expected to be active participants through regular attendance, participation in class discussions, and completion of written assignments.

The course is organized topically as well as chronologically. Lectures, course readings, and class discussions will examine the diversity of women's experiences and activities in many regions of the United States. Students will also consider the critical roles played by gender, race, and class in defining and circumscribing women's experiences and opportunities. We will study women's labor, paid and unpaid; the political and legal status of women; sexuality and reproduction; and women's roles in social reform, among other topics. The course will explore women's participation in major events and historical periods such as the Market Revolution and the Civil War. At the same time, it will also suggest an entirely new periodization of American History, a history in which women's lives, priorities, and experiences take center stage. A fuller consideration of the history of women will allow students to gain a more complete and rich understanding of the American past.

Core readings:

Jane Sherron De Hart and Linda Kerber, *Women's America, 6th edition* (**THIS EDITION ONLY**)

Be sure to bring this book to class every day!!

Nancy Cott et al., eds., *Root of Bitterness*

Nancy Cott, *Bonds of Womanhood*

Harriet Jacobs, *Incidents in the Life of a Slave Girl: Written by Herself*

Other readings will be distributed in class or are available on-line. You are expected to have read all assignments the day they are due and to come to class prepared to discuss them.

Writing Across the Curriculum

This course participates in the university's commitment to writing across the curriculum. Writing is an essential part of this course in the following ways:

1. Students will improve their ability to take well-organized and complete notes in class.
2. All exams are written.
3. Students will write two short (5-page) essays or one long (12 to 15-page) research paper.

At the University Writing Center at Herb's Place (Guerrieri University Center, Room 213), trained consultants are ready to help you at any stage of the writing process. It is often helpful for writers to share their work with an attentive reader, and consultations allow writers to test and refine their ideas before having to hand papers in or to release documents to the public. In addition to the important writing instruction that occurs in the classroom and during teachers' office hours, the center offers another site for learning about writing. **All undergraduates are encouraged to make use of this important student service.** For more information about the writing center's hours and policies, visit the writing center or its website at www.salisbury.edu/uwc.

Course requirements

Your assignments for this class include two midterm exams, one long research paper or two short essays, a final exam, and participation, quizzes, and in-class assignments. History majors who have completed their pro-seminar requirement have the option of

writing a 12 to 15-page research paper that uses both primary and secondary sources. Other students will write two 5-page analytical essays based on class material. All exams will consist of short answers and essays. Grade breakdown is as follows:

Participation, short assignments, and in-class assignments	10%
First Midterm Exam:	15%
Second Midterm Exam:	20%
Papers:	25%
Final Exam:	30%

Students writing the research paper must turn a 1-page topic description for approval by October 1, and an annotated bibliography of primary and secondary sources by October 22.

Attendance & Absence

All students are expected to attend regularly. Participation and in-class assignments are a substantial part of your grade.

Late Work & Exam Make-Up Policy

Please note that late work will not be accepted without prior permission or a medical excuse. If you fail to turn in an assignment on the day it is due you may not turn it in later for credit. In-class assignments and quizzes cannot be made up. Similarly, make-up exams will not be given except in the case of a documented medical emergency.

Academic Integrity:

Plagiarism is the use of another author's thoughts, writings, or ideas without citation. Papers with sentences, passages, or entire pages of text copied directly from another source (such as a book or web site) and presented as one's own work are considered plagiarized. Copying material from a source written by someone else, even if you change some words or phrases, is plagiarism. The minimum penalty for cheating is an automatic "F" in the course. Similarly, cheating on tests and quizzes will not be tolerated. You may also be subject to further discipline by the university. If you have questions or concerns about plagiarism, check with me *before your essay is due!*

Schedule of Exams and Papers

First Midterm Exam: October 5

Second Midterm Exam: November 12
Research paper: November 30
Short papers: October 22, November 30
Final Exam: December 13

Schedule of Lectures and Reading Assignments

D & K = De Hart and Kerber, *Women's America*
ROB = Cott et al., *Root of Bitterness*

August 27: Introduction to the class

August 29: Introduction to Women's History

D & K: De Hart and Kerber, "Introduction: Gender and the New Women's History," 1-23
ROB: "Introduction"

August 31 and September 5: Colonial Chesapeake

For Friday:

ROB: Case of Sarah Taylor, 24-26

For Wednesday:

D & K: Berkin, "African-American Women in Colonial Society," 59-66
ROB: Statutes on Slave Descent, 29-31

September 7 and 10: Seventeenth-Century New England

For Friday:

D & K: Plane, "Creating a Blended Household: Christian Indian Women and English Domestic Life in Colonial Massachusetts," 29-37

For Monday:

D & K: Ulrich, "The Ways of Her Household," 45-54
ROB: Anne Hutchinson and Anne Hibbins, 3-16

September 12: Sexuality and identity in the colonial world

D & K: Norton, "Searchers again Assembled," 69-78 and Documents, "The Law of Domestic Relations," 55-58
ROB: Colonial Courts, 17-23 and Carolina Women Observed, 36-41

September 14: Witchcraft

D & K: Karlsen, "The Devil in the Shape of a Woman," 83-96

ROB: Susanna Martin, 32-35

September 17: Sex and Courtship in Eighteenth-Century New England

D & K: Dayton, "Taking the Trade," 97-113

ROB: A Rape on the Body of Anne Eastworthy, 42-43

September 19-21: The Eighteenth Century Household

ROB: Law for Regulating Midwives, 44-46; Learning by doing women's work, 83-90

September 24: Women and the Revolutionary War

D & K: Documents, Supporting the Revolution, 114-18

ROB: Abigail Adams and Wartime Diary, 71-82

September 26: Republican Motherhood

D & K: Kerber, "The Republican Mother and the Woman Citizen," 119-27

ROB: A father's advice, 91-97

September 28: Women's Labor in the Early 19th Century: Slavery

D & K: Documents: The Testimony of Slave Women, 132-34

ROB: Narratives of Escaped Slaves, 252-57

October 1: Women's Labor in the Early 19th Century: Domestic and Farm labor

D & K: Block, "Lines of Color, Sex, and Service," 135-45 and McCurry, "Women's Work," 145-52

ROB: Margaret McCarthy, 152-55

October 3: Women's Labor in the Early 19th Century: Garment trades

D & K: Document, Working Conditions of Early Factories, 165-67

ROB: Women's Work in the Market Economy, 105-9; Striking Tailoresses Speak, 118-22; Petition for a 10-Hour Workday, 156-60

October 5: MIDTERM 1

October 8: Work, family, and morality in New England

October 10, 12, 15: Separate Spheres Ideology

Cott, *Bonds of Womanhood*

D & K: Boydston, "Pastoralization of Housework," 153-64

ROB: The Peculiar Responsibilities of American Women, Sweethearts and Wives, 132-47; and Martha Coffin Wright, 161-66

October 17: Education

October 19: Sexuality and reproduction in the early 19th century

D & K: Smith-Rosenberg, "The Female World of Love and Ritual," 168-82

ROB: On Female Health, 293-97; The Murders of Marriage, 303-8

October 22: The Westward Migration

ROB: Cherokee Women, Missionary to Indian Territory, Eulalia Perez, and Reaching Oregon, 177-97

*****PAPER ONE DUE*****

October 24, 26: Women and Reform

For Wednesday:

ROB: A Moral Reformer Makes her Rounds, An Afternoon Call, and A Daughter of Temperance, 198-212

For Friday:

D & K: Documents, Claiming Rights I, 193-200

ROB: Maria Stewart, 113-17; Virginia Ladies' Petition, 243-45

October 29: Women and Reform: Birth of the Women's Rights Movement

D & K: Wellman, "The Seneca Falls Convention," 200-216 and Documents, Claiming Rights II, 214-17
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October 31: Slavery, Sexuality, and Women's Reform

Jacobs, *Incidents in the Life of a Slave Girl*

November 2 and 5: Women in the Civil War

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D & K: Faust, "Enemies in Our Households," 220-32
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For Monday

ROB: Union Women in Wartime, 268-73

November 7: African-American Women in War and Reconstruction

D & K: Documents: Counterfeit Freedom, 233-35 and Hunter, "Reconstruction and the Meanings of Freedom," 235-46
ROB: Freedwoman before the Southern Claims Commission, 281-85

November 9: Women's Rights Movement up through Reconstruction

D & K: Documents: After the Civil War: Reconsidering the Law, 247-52; Women's Centennial Agenda, 1876, 265-68

November 12: MIDTERM 2

November 16: Sexuality and Reproduction in the late 19th century

ROB: Effeminate men, masculine women, 338-40
Mosher survey (Handout)

November 19: Abortion and Contraception

D & K: Mohr, "Abortion in America" 183-92
ROB: Abortion in New York, 315-20

November 21, 23: Thanksgiving break

November 26: Immigration and labor in the late 19th century city

ROB: Working Girls of Boston, 325-29; The Sweating System and Speakout on Domestic Service, 353-63

November 28: The New South

D & K: Schechter, "Ida B. Wells," 268-74 and Gilmore, "Forging Interracial Links in the Jim Crow South," 286-96

ROB: Condition of Women in Alabama, 366-71

November 30: Growth of higher education for women

ROB: Sex in Education, Dr. Mary Putnam Jacobi, 330-37

*****RESEARCH PAPER DUE OR SHORT PAPER 2 DUE*****

December 3: The WCTU and the birth of "maternalism"

ROB: Rescued Chinese prostitutes, 377-83; Frances Willard, Mary Church Terrell, 399-408

December 5: The Women's Movement at the end of the century

Elizabeth Cady Stanton, "The Solitude of Self":

http://www.pbs.org/stantonanthony/resources/index.html?body=solitude_self.html

Susan B. Anthony, "Women Want Bread, Not the Ballot"

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December 7: Conclusion

Final Exam: Thursday, December 13 8-10:30am

History 377: Women in Early American History
ENHANCED SYLLABUS

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As part of the Fulton School of Liberal Arts curriculum reform, this course has been modified from three to four credits, allowing us to explore this subject in greater depth. The course has been revised to include additional reading (Brodie) as well as a research paper. The research paper will be on a topic of

your choice and will include outside reading of approved scholarly secondary sources in addition to appropriate primary sources. This will allow students to explore the issues of the course in greater depth while developing their research, writing, and analytic skills.

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*****SHORT PAPER 2 DUE*****

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*****RESEARCH PAPER DUE*****

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