HISTORY OF U.S. WOMEN TO 1890
(History 5467-01 for Graduate Students)

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Office Hours: Monday, Tuesday, Wednesday, 2:00-5:00; other times, by appointment
Class Meetings: Tuesday, 5:30-8:00, 208 Pafford

LEARNING OUTCOMES
Students will learn basic developments in the history of American women to 1890. In their exams and other assignments, they will demonstrate the ability to analyze what women, as individuals and in groups, did to affect the development of the United States and its cultures, what problems they faced, what they did to try to overcome those problems, and how this all varied for women in different circumstances. Graduate students will also demonstrate in discussions and written assignments the ability to evaluate the strengths and weaknesses of the ways in which different scholars have researched and discussed the history of American women.

TEXTBOOKS
Carol Berkin, First Generations: Women in Colonial America
Catherine Clinton, The Other Civil War, Revised Edition
Nancy Woloch, Early American Women: A Documentary History, 1600-1900
Gerda Lerner, The Grimke Sisters from South Carolina, Revised and Expanded Edition

There will also be occasional handouts of other readings, some for all students and some only for graduate students. It is highly recommended that everyone find and review regularly the information in any fairly recent textbook covering the history of the United States to 1890 that clarifies the context for what we cover in this class.

COURSE REQUIREMENTS

I. Class Attendance, Participation, and Short Assignments - 10% of the semester grade

   A. Class Attendance: The typical class will involve a combination of lecture, discussion, and occasional videotapes. Some of the information and ideas of the course will be presented or explained only in class, so you should take some notes during the lectures. You are expected to arrive on time and to stay for the whole class. Inappropriate behavior, including any use of cell phones, ipods, etc. during class, can damage your participation grade. Regular attendance is required, but you may have one unexcused absence. If you have to miss a class, you are responsible for discussing with me whether it should be excused and for arranging to get any handouts, to find out what was covered in class, and to make up any missed assignments. In most cases, you can find new assignments on the class website, but the extra reading handouts will not be available on-line. You should average at least twelve hours of study a week for the class (four hours for every hour in class). If you are doing this and still feel confused or overwhelmed, it is a good idea to make an appointment to meet with me or to discuss your concerns by telephone. Too often instructors find out too late about problems that could have been solved fairly easily with earlier notification.

   We shall set aside a special time each week when the graduate students will meet with me
as a group to discuss and evaluate the articles assigned only to you and to report on your progress in the review essay. You are required to make at least two appointments (which can be by phone) to discuss your special project with me. At least one meeting should be within the first two weeks of the semester and at least one within the first two weeks after the midterm exam.

B. Weekly Reading and Comment Sheets: Each assignment will include a list of study questions and identifications to indicate what you should be learning from the reading and what you need to study for the tests. YOU DO NOT HAVE TO ANSWER THE STUDY QUESTIONS IN WRITING and I do not have time to correct attempts to do so. The assignment sheets will include a list of the basic developments in American history that you need to know to understand the reading. If they are unfamiliar to you, refer to any basic text in American history and only then, if necessary, ask about them. The class discussions, including the separate meetings with graduate students, will be conducted on the assumption that everyone has read all of the reading assigned for that day. Ask any questions or say what you had trouble understanding (after I have explained relevant aspects in class), but always be prepared to present some kind of reaction to the reading.

Everyone is required to hand in a Comment Sheet each week, indicating briefly in your own words any thoughts you have about the material covered in the reading and in class, and/or any questions you have about the reading or the class. Think of these as an informal journal you are sharing with me, not as a time to list specific information. I am more interested in your own reactions to the material, positive and/or negative. Teachers may add thoughts on how you might teach any of the material we have covered that week. Although the comment sheets will not be graded, THE CREDIT YOU RECEIVE FOR PARTICIPATION WILL DEPEND ON WHETHER OR NOT YOUR COMMENTS SHEETS SHOW THAT YOU HAVE DONE THE READING. They will be handed back so you can receive feedback from me and use them for review.

Each week graduate students will also hand in a separate sheet on each essay assigned only for graduate students summarizing briefly the main questions and conclusions, listing the kinds of primary sources used in the essay, and giving your evaluation of the essay’s strengths and weaknesses. You shall receive a separate set of directions for these statements. You can use them to guide your discussion of the essays when we meet separately at the end of class and then hand them in. As with the comment sheets, they will not be graded individually, but PART OF YOUR PARTICIPATION GRADE WILL REFLECT HOW CAREFULLY YOU CARRIED OUT THESE ASSIGNMENTS.

C. Short Assignments: There may be a few graded homework assignments of 1-2 pages. This includes a family history due on September 2 that will be explained on a separate sheet.

II. Open Book In Class Essay - 5% of the semester grade
On September 9, you will answer in the last hour of class an essay question using any books or notes that you wish. This is to give you a chance to gain feedback on the kinds of essay questions that will be asked on the (closed book) exams.

III. Essays - 45% of the semester grade
Two essays (typed, unless you have special permission to handwrite it) will be assigned, one on at least eight primary documents (5-8 pages, due September 30 and counting 15%) and one on the book by Gerda Lerna that will be shorter and include less analysis (2-3 pages, due
November 18, and counting 5%). You will receive a handout with specific directions at least two weeks before the first essay is due.

You will also write a 12-15 page review essay of at least three books by different historians (ONLY PROFESSIONAL HISTORIANS) on a particular topic in Georgia history (due December 2 and counting 25%). You will receive a handout of extra directions for it. After a discussion with me, each student should report on a chosen topic and tentative bibliography by September 9. You will also prepare oral and written reports on the reading you have done for September 23, October 21, and November 4. A preliminary draft of the essay is due November 18 which will be corrected and returned to you for rewriting. Five percent of your essay grade will reflect the extent to which you followed the required schedule, meaning that you gave clear evidence of having read and thought about at least one book or its equivalent for each report and handed in a preliminary draft showing conscientious work.

Every spring the History Department awards the Elizabeth L. Parker Prize for the best paper on the history of Georgia, with an award of $100. Students who wish to submit a paper for this award may choose to substitute for the review essay a research paper of 20-30 pages based on an approved list of primary and secondary sources, one of which must be a journal article. Anyone wishing to do such a paper should make an appointment within the first two weeks of the semester to discuss a possible topic and to be given the specific requirements set by the contest.

IV. Exams - 40% of the semester grade

There will be a midterm (on October 7) and a final examination (on December 9) based on both the reading and the class lectures. Each test will require you to answer six out of ten identifications from the lists on the assignment sheets (for a total of forty points) and one out of two essay questions (for sixty points). The essay on the final exam will include some choice between covering information from the whole semester or just the second half of the semester. The exams will not require any specific information that was not covered in the study questions, but you may have to think about the information in a new way. If I give you permission to miss a test because of a validated excuse, you are responsible for arranging a time to make it up.

V. Extra Credit Points

You can receive up to three extra credit points for your final semester grade by writing reports on activities that teach you more about the history, such as movies, lectures, or museum exhibits I have approved, but only if you have observed them this semester. Each report will usually earn one point for your semester grade. There will be a special sheet listing some recommended extra credit activities and explaining what needs to be done to gain the credit. I reserve the right to determine if any report is or is not worthy of extra credit.

VI. Academic Honesty

All academic papers or presentations submitted at the State University of West Georgia should reflect only the work of the individual student seeking credit for the work. This does not mean that students should not study together, only that they need to work alone when doing the final version of an assignment. Any use of the ideas, information, or words of anyone else, including paraphrasing of their words and ideas, without crediting them is plagiarism and is a crime. A direct quote of the words (even only a few words) of someone else must be in quotation marks as well as have a note of its source. Any clear evidence of plagiarism or any
other kind of cheating on a test or any other graded assignment (after consultation with the student) will result in a permanent zero for that assignment. See the section on Academic Honesty in the Catalog or Uncatalog.

SCHEDULE FOR THE HISTORY OF WOMEN TO 1890

This schedule is tentative. Pay attention to the weekly assignment sheets and class announcements for any changes, as well as for the details of what you are expected to read. The numbers before the dates below refer to the numbers for assignment sheets that will be covered on a particular day.

August 19 - Introduction
1. August 26 - Native American Women
2. September 2 - Early Colonial Women
   FAMILY HISTORY
   TENTATIVE BIBLIOGRAPHY FOR REVIEW ESSAY
3. September 9 - Puritan Women and Dissenters
   IN CLASS OPEN BOOK ESSAY
4. September 16 - Eighteenth Century American Women
   FIRST WRITTEN AND ORAL REPORT FOR REVIEW ESSAY
5. September 23 - Women in the American Revolution and the Early Republic
6. September 30 - “True Womanhood”
   ESSAY I DUE
October 7 - MIDTERM EXAM
7. October 14 - Antebellum Working Women
   SECOND WRITTEN AND ORAL REPORT FOR REVIEW ESSAY
8. October 21 - Antebellum Women Reformers
9. October 28 - Antebellum Southern Women, Slave and Free
   THIRD WRITTEN AND ORAL REPORT FOR REVIEW ESSAY
10. November 4 - Women and the Civil War
11. November 11 - Postbellum Women
   ROUGH DRAFT OF REVIEW ESSAY
12. November 18 - Late Nineteenth Century Woman Reformers
   SHORT ESSAY ON LERNER’S BOOK
13. November 25 - Late Nineteenth Century Suffrage Movement
14. December 2 - Conclusions
DECEMBER 9 - FINAL EXAM