

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

Instructor: Cita Cook Fall Semester 2006
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Office Hours: Monday, 2:00-5:00; Tuesday, Thursday, 1:00-3:00
 Other times, by appointment
Class Meetings: Tuesday, Thursday, 3:30-4:45, 204 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 as all students will be expected to be familiar with the most significant developments in U.S. history that set the context for what is covered in this class.

I. Class Attendance, Participation, and Short Assignments - 5% 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. Regular attendance is required, but you may have three unexcused absences. 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 any 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 evaluate the articles assigned only to you and to discuss your special projects. You are required to make at least two appointments (which can be by phone) during the semester 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. If you are not sure of the answer to any of the questions (after I have covered relevant aspects in lectures), ask about them in class and/or in your weekly comments. The assignment sheets will include a list of the basic developments in American history that you should know. If they are unfamiliar, 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, 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. There will be special instructions about how graduate students should also write about the extra reading assigned to them. 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 AND EVALUATED THE ESSAYS ASSIGNED ONLY TO GRADUATE STUDENTS. They will be handed back so you can receive feedback from me and use them for review.

Graduate students need to hand in an additional statement each week on the scholarly essays assigned only to graduate students, as well as on any reading done for the essay due at the end of the semester. Each of these statements should include answers to the five questions listed on the handout for "Graduate Students' Comments on Scholarly Articles."

C. Short Assignments: There may be a few short graded homework assignments. This includes a family history due on January 24 that is explained on a separate sheet.

II. Open Book In-Class Essay - 10% of the semester grade

On September 7, you will answer 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

Three essays (typed or printed, unless you have special permission to handwrite them) will be assigned. The first will be 4-7 pages on at least five primary documents (due September 26 and counting 15%) and the second will be 2-3 pages on the book by Gerda Lerner (due November 16 and counting 5%). You will receive a handout with specific directions at least two weeks before each essay is due. The second essay will be less formal and involve less analysis, showing mainly that you have read the book and giving your general reactions to it.

You will also write a 12-15 page review essay of several articles and books on a particular topic (due November 30) which will count 25%. There will be a special handout of directions for it. Each student should discuss with me by the third week of class the particular focus you wish to take for the review essay and should hand in progress reports at several points during the semester. With special permission, students working toward a Master's Degree in Education may include some lesson plan material as part of this assignment.

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 substitute for the review essay a research paper of 20-30 pages on the history of women in Georgia before 1890 based on an approved list of at least four primary and four secondary sources, one of which must be a journal article. Students earning an A or B on this paper will also receive some extra credit toward the semester grade. 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 more specifics of the requirements set by the contest.

IV. Exams - 40% of the semester grade

There will be a midterm examination on October 3 and 5 and a final examination on December 7 based on both the reading and the class lectures. The mid-term will be divided into six out of ten identifications (for a total of forty points) answered on Tuesday and one out of two essays (for sixty points) on Thursday. 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 you miss a test because of a validated excuse and prior permission, 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.

Augusta 15, 17 - Introduction

1. August 22, 24 - Native American Women

FAMILY HISTORY DUE ON THURSDAY

2. August 29, 31 - Early Colonial Women

3. September 5, 7 - Puritan Women and Dissenters

IN CLASS OPEN BOOK ESSAY ON THURSDAY

4. September 12, 14 - Eighteenth Century American Women

5. September 19, 21 - Women in the American Revolution and the Early Republic

6. September 26, 28 - "True Womanhood"

ESSAY I DUE ON TUESDAY

October 3, 5 - MIDTERM EXAM (Identifications on Tuesday; Essay on Thursday)

FALL BREAK - NO CLASS ON OCTOBER 10

7. October 12 - Antebellum Working Women

8. October 17, 19 - Antebellum Women Reformers

9. October 24, 26 - Antebellum Southern Women, Slave and Free

10. October 31, November 2 - Women and the Civil War

11. November 7, 9 - Postbellum Women

12. November 14, 16 - Late Nineteenth Century Woman Reformers

ESSAY II DUE ON THURSDAY

13. November 21 - Late Nineteenth Century Suffrage Movement

HAPPY THANKSGIVING - NO CLASS ON NOVEMBER 23

14. November 28, 30 - Conclusions

REVIEW ESSAY DUE ON THURSDAY

THURSDAY, DECEMBER 7, 2:00-4:00 - FINAL EXAM (Notice that it starts at 2:00.)