

AMH 3931

American Women in the 19th Century

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Keene-Flint 203

MWF 11:45-12:35; Pugh 120

Office Hours MW 10:30-11:30 and by appointment

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Course Summary

The nineteenth century was a fascinating time of flux for many American women. Despite commonly acknowledged cultural rules limiting the public behavior of women, various individuals and groups challenged these dominant gender norms in all sorts of arenas. During this semester we will explore a variety of ways in which women entered the public arena during this period. Lectures and discussion topics will range from activists and reformers, to novelists and orators, to slave owners and the enslaved, to seamstresses and prostitutes.

Class Meetings and Preparation

This course will combine occasional traditional lectures with the intensive discussion of books, articles, and a range of primary sources. Students will also have the opportunity to present the products of modest primary research. Attendance is mandatory. More than two absences will result in automatic deductions from your final average. You are expected to attend all classes with *notes* on the assigned readings. You will have periodic open note quizzes on the assigned readings.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Canvas Web Site

This class will make limited use of the class web site on Canvas.

I will link this syllabus and the three paper/presentation assignments on Canvas.

I will also create links to additional assigned readings.

And, finally, there will be a page with links to useful primary sources.

We will not use Canvas for class discussions or grades.

Readings for Purchase

The following books should be available in the bookstore and also on line. You should bring the assigned books to class whenever there is an assignment from the book.

- **Dubois and Dumenil, *Through Women's Eyes*, 3rd edition (2012), volume 1.**
This is an excellent textbook in American women's history, which combines a concise narrative with excellent documents and images. For many weeks you will be asked to read

one or more chapters as background for class discussions. I will also ask you to prepare specific documents for discussion for many days.

Note that *Through Women's Eyes* (TWE) has gone through several editions. Some are only available in a large edition that spans all of U.S. History. The 3rd edition, which I have assigned, has a "volume 1" that covers the first half of the entire history. Since this course pretty much begins in 1790, we will be skipping the first few chapters of volume 1. Note that there is also a 4th edition, but it does not have separate volumes, so I have elected to go with the 3rd edition, volume 1 (because that should be the least expensive volume).

- Hannah Foster, *The Coquette* (Oxford UP, Davidson, editor). This is a very popular novel published in 1797. You do not have to read Davidson's Introduction, but I would like you read the version edited by Davidson (so that the page numbers are the same for everyone).
- Michael McLaurin, *Celia, a Slave* (Avon). The story of a young enslaved woman who endured – and responded to - abuse in antebellum Missouri.

Assignments

You will write three short (3-5 pp) essays this semester. Each will involve connecting a very small piece of research with the larger themes discussed in class. Each assignment will be discussed as the due date approaches.

In writing papers, be certain to give proper credit whenever you use words, phrases, ideas, arguments, and conclusions drawn from someone else's work. Failure to give credit by quoting and/or footnoting is PLAGIARISM and is unacceptable. Please review the University's honesty policy at <http://www.dso.ufl.edu/judicial/academic.htm>.

In addition to these regulations on plagiarism, please understand that I will take *any* instance of cheating or intentional dishonesty very seriously. This would include any form of dishonesty on the most minor quiz or offering an untrue excuse for a missed class or late assignment.

Accommodations

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Grading

Class Participation, Presentations and Preparation (This grade will include periodic quizzes)	30%
Short Essays (10%, 15%, 15%)	40%
Final Examination (take home)	30%

Missed classes or persistent lateness will result in substantial grade reductions. For more information on the grading policy see:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

PARTICIPATION GRADES WILL REFLECT

- Coming to class prepared to discuss readings.
- Active engagement in discussions.
- Success on very simple 10 point (unannounced) reading quizzes, which measure preparation.
- Presentations in class.

ATTENDANCE DEDUCTIONS

- After two absences, the final grade number will be for each additional unexcused absence.
- If a student is habitually late, this will result in a reduction off the final grade.

Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

CLASS MEETINGS AND ASSIGNMENTS

1. W Jan 6 *Introduction*
 F Jan 8 NO CLASS – GALLMAN AT A CONFERENCE

PRESCRIPTIONS FOR WOMEN

2. M Jan 11 *Rules and Prescriptions*
3. W Jan 13 *DISCUSS: Barbara Welter*
 Barbara Welter, “The Cult of True Womanhood: 1820-1860,” *American Quarterly* 18 (Summer, 1966): 151-174.
 See link on Canvas
4. F Jan 15 *Novels and Prescription*

THE COQUETTE

- M Jan 18
5. W Jan 20 *DISCUSS: The Coquette*
 Read: Hannah Foster, *The Coquette*. You do not have to read Davidson’s Introduction, but I would like you read the version edited by Davidson (so that the page numbers are the same for everyone).
6. F Jan 22 *The Coquette* continued.

WHAT IS A REPUBLICAN MOTHER?

7. M Jan 25 *Republican Motherhood*
 Read: TWE, 122-138; 162-167, 174-175.
8. W Jan 27 *Remember the Ladies*
9. F Jan 29 *Race and Legacies*
 Read: TWE, 138-143, 168-172.

TRUE WOMANHOOD?

10. M Feb 1 *Domesticity*
 Read: TWE, 186-195.
 Read: Catherine Beecher. *A Treatise on Domestic Economy*, chapter 1.
 Linked on Canvas.
11. W Feb 3 *Lowell Girls*
 Read: TWE, 195-203.
12. F Feb 5 *Prostitution*
 Read: TWE, 220-224.

PRESCRIPTION DECODED

13. M Feb 8 *Presentation #1*
14. W Feb 10 *Presentation #1*
15. F Feb 12 *Presentation #1*
 Paper #1 Due in Class

BATTLES OVER SLAVERY

16. M Feb 15 *The Institution of Slavery*
 Read: TWE, 204-219.
17. W Feb 17 *Resisting Slavery*
 Read: TWE, 225-232.
- F Feb 19 NO CLASS MEETING. GARY GALLAGHER LECTURE AT 4:00.

WOMAN'S RIGHTS AND REFORM

18. M Feb 22 *Varieties of Reform*
Read: TWE, 263-277.
19. W Feb 24 *Seneca Falls*
Read: Appendix A-1.
[You might wish to read *Celia, A Slave* for the week after spring break.]
20. F Feb 26 *Anna Dickinson: Transgressing Reformer*
- M Feb 29 SPRING BREAK

A SLAVE WOMAN IN COURT

21. M Mar 7 **Read:** *Celia, A Slave*
22. W Mar 9 “
23. F Mar 11 “

WOMEN IN PUBLIC

24. M Mar 14 *Women in the street*
Read: Christine Stansell, “Women, Children, and the Uses of the Streets: Class and Gender Conflict in New York City, 1850-1860,” *Feminist Studies* Vol. 8, No. 2 (Summer, 1982), pp. 309-335.
Linked to Canvas
25. W Mar 16 *Women and Wartime*
Read: TWE, 278-286.
26. F Mar 18 *Citizenship?*
Read: Gail Hamilton, “A Call to my Country-Women,” *Atlantic Monthly* (March, 1863): 345-9.
[Caroline Kirkland], “A Few Words on Behalf of the Loyal Women of the United States”
Both linked to Canvas

PRESENTATIONS: IN SEARCH OF WOMEN IN PUBLIC

27. M Mar 21 PRESENTATIONS
28. W Mar 23 “
29. F Mar 25 “
- Paper #2 Due*

IN SEARCH OF WOMEN'S RIGHTS

30. M Mar 28 *Suffrage and Reform*
Read: TWE, 322-333; 353-357; A-5 – A-7.
31. W Mar 30 *Racial Justice*
32. F Apr 1 *Working Women*
Read: TWE, 333-352, 358-363.
33. M Apr 4 **Immigration, Displacement and Cultural Difference**
Read: TWE, 388-413, 421-424
34. W Apr 6 *Jane Addams and the Settlement House Movement*
Read: TWE, 413-416, 426-433.
- F Apr 8 NO CLASS MEETING

PRESENTATION #3: GETTING ORGANIZED

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| M Apr 11 | NO CLASS MEETING: MEET IN GROUPS |
| 35. W Apr 13 | GROUP PRESENTATIONS |
| 36. F Apr 15 | GROUP PRESENTATIONS
<i>Paper #3 Due</i> |
| 37. M Apr 18 | <i>To be announced.</i> |
| 38. W Apr 20 | <i>Conclusions</i> |
| Friday Apr 39 | <i>Take Home Final</i> due in my office at 10:00 am. |