

Course Syllabus

History 783: US Women's History Primary Source Seminar

This course explores seminal primary and secondary sources in US Women's History. While we will focus on engaging primary sources, we will also analyze secondary sources to explore how historians use primary sources to make their arguments as well as to examine the different ways that historians read those sources. We will not survey US women's history; instead, we will examine a few specific topics to allow for greater depth in our reading.

In order to allow for depth, we will focus on early American history although we will examine a couple sources from the 1950's as we discuss alternative history writing and historical memory. This course assumes some knowledge of US women's history. If you do not have a basic knowledge of US women's history, I strongly recommend doing the textbook reading assigned for each section along with the introduction to the Bedford readers. I will list some of the key concepts you should know in each sections guide.

Along with the policy button on blackboard, this syllabus contains most of the information that you need to solve any logistical problem in this class. The syllabus also contains important information on behavior expectations including due dates and in-class conduct. Please read it carefully and check it if you have a question. If you are confused or unsure, I am happy to answer your question, but please be courteous and read the syllabus first.

Contact Information:

Professor: Dr. Kennedy

Office Hours: First and foremost, I want to communicate with you outside of class, so do not hesitate to ask for an appointment or to email me. Because I am the Department Head, my schedule can vary from week to week. If you would like to speak with me, here are your options:

Please call the History office and ask for Glenna. Tell her you are my student, and she will make the appointment. (417-836-5511). My official office hours are MWF 10-11:30 and T 11:30-12:30 in Strong Hall. Please come to the office and Glenna will let me know that you are here. I strongly recommend making an appointment during office hours if you can. If you cannot meet me during office hours (either in person or via zoom), Glenna will find a time that works for both of us. As department head, I have responsibilities outside the office that are unpredictable.

Email:

Email: KathleenKennedy@Missouristate.edu

Email is an excellent way to communicate with me, and I prefer it to the phone. Remember a few rules of courtesy when you email your professors. I usually answer my emails from 9-3 and occasionally during the evening or weekend. Evenings and weekends are family time, so please be patient if you email during those times as I may not respond until the next business day.

1. Use the appropriate salutation. Using inappropriate salutations such as , hey Prof, hey you and my first name do not convey the professionalism on which you will depend to succeed both at MSU and in an extremely competitive job market. Always refer to your faculty as Professor or Dr.; do not use their first name, Mr., Ms., Mrs. or Miss unless a faculty member explicitly instructs you to do so.
2. Be concise, but make sure you provide all the necessary information for me to answer your question.
3. If you are angry or frustrated when you email, think carefully before you send the email. It is always better to wait a few hours before sending an

email than to write something out of anger that is now on permanent record. Also remember that inappropriate email behavior is disruptive and can get you dropped from the course or even the program.

4. Federal privacy laws forbid me from discussing grades and performance with anyone other than you. For this reason, I do not send grades via email, nor will I extensively discuss comments via email. You may schedule a meeting with me (via zoom) if you want to discuss your performance in this class.
5. I can only respond to emails send from your university account.
6. **You are responsible for checking your university email every business day** for blackboard announcements ect...
7. Do not be offended if my replies are brief. If you have a question, I am glad that you asked. The brevity of my reply simply reflects the large number of emails I receive each day. I may ask you to make an appointment to speak with me, if I do not believe that email is the best venue for answering your questions. See appropriate email etiquette below

Academic Content and Policies

Learning Outcomes:

Upon completion of the course, students should be able to:

- Identify and locate the primary sources most appropriate for a particular historical problem
- Analyze different types of primary sources
- Evaluate how historians use primary sources to make historical arguments
- Synthesize different types of primary sources to make a historical argument
- Distinguish that argument from those of other historians
- Properly cite a range of primary and secondary sources

Course Readings

While I recognize that affordability is a key issue for many of you, I recommend getting the version identified here as we will use the page numbers in these texts, and studies show we read more carefully when we use paper copy, but I have noted places where the main narratives are available online. I suggest googling them if funds are tight. I also recommend paper versions of the books unless you can easily access an electronic copy while on zoom, although I am using one electronic copy since it is free through the MSU library. Please feel free to rent the textbook. **You are responsible for saving any readings in this class for your exams, should you elect to take them on this topic.** The last four books on this list are Bedford editions. Make sure to get the second edition if you buy them used. There will be some additional readings posted to blackboard.

Ellen Carol DuBois, *Through Women's Eyes*, Fifth edition. Vol 1. (You can rent this textbook for around 25.00.)

Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, 10th edition. (the ninth addition is fine.)

Lisa Brooks, *Our Beloved Kin* (available electronically from the library at no charge or you can purchase it through online book sellers)

Laural Thatcher Ulrich, *A Midwife's Tale*

Pauli Murry, *Proud Shoes*

Sara Winnemucca, *Life Among the Piutes* (Paiute) (You may also find this narrative online)

Toni Morrison, *Beloved*

Neal Salisbury (ed) Mary Rowlandson, *The Sovereignty and Goodness of God with Related Documents* 2nd edition. (You may also find Rowlandson's narrative online)

Jennifer Fleischner (ed), Harriet Jacobs, *Incidents in the Life of a Slave Girl, Written by Herself, with Related Documents*, 2nd edition. You may also find Jacobs's narrative online.

Richard Godbeer (ed), *The Salem Witch Hunt, A Brief History with Documents*, 2nd edition.

Kathryn Kish Sklar (ed), *Women's Rights Emerges within the Antislavery Movement, 1830-1870, A Brief History with Documents*.

Assignments:

See the assignment sheets for more details. I will post the longer assignments the assignment tab and the shorter ones in the weekly units. Make sure to read this sheet carefully. I only accept late work at my discretion, and I penalize that work 10% per day late. You must hand in all written work through blackboard.

- Ten short primary source essays: You learn as you write. To master course materials, you should write about them often. In lieu of a discussion board, you will write short essays (250-350 words) that analyze an assigned reading or readings. That essay is due no later than noon on the Monday before the class in which those sources are assigned. You have some choice as to when you write these assignments, but you **MUST** follow the directions on the assignment sheet as to which writings you are required to do. You also must complete at least ten. If you do more than ten, I will drop the lowest grade(s).
- Two longer papers (5-7 pages) in which you pull together several sources from the assigned weeks.
- A final paper (7-10 pages) in which you include a literature review in our exploration of sources.
- Class Participation: You must actively participate in both small group assignments and larger group discussions. Please read the rules for zoom and civil discourse. Please be prepared for me to call on you if you are not actively participating. If you have difficulty participating in class, do not hesitate to contact me and we can discuss ways to involve you in the class.

Evaluation: I use the plus/minus system of grading. I will determine your grade by the number of points you receive on your assignments. I do not always use blackboard for grading, so you are responsible for keeping a running tab of the points you have earned.

- 1,000-930.....A
- 929-900.....A-
- 899-870.....B+
- 869-830.....B
- 829-800.....B-
- 799-770.....C+
- 769-730.....C
- 729-700.....C-
- 699-670.....D+
- 669-600.....D
- 599-0.....F

Due Dates and Point Distribution

I base your grade on the following point distribution.

Assignment	Due Date	Points	Remarks
Class Participation	NA	200	See grading rubric
Short Essays	Weekly at noon on Monday before class.	200 or 20 pts each	See Assignment Sheet
First Paper	March 4 by 11:59 pm	100	See Assignment Sheet
Second Paper	April 17 by 11:59 pm	200	See Assignment Sheet
Final Paper	May 17 by 11:59 pm	300	See Assignment Sheet

Attendance:

Attendance is mandatory. If you have a conflict with a class, please contact me. I understand that you have obligations other than this class, but to learn the material, you must commit to being at your computer for the entire class. Students who miss more than one class without an acceptable, University recognized excuse will lose their class participation points for that class. Students who continuously walk away from their computers will not receive full credit for participation in that class. Please ask family members to respect your time in class. If you need a minute, take one and turn off your camera, but try to stay as focused as possible during class. There will be one 15-minute break during class.

Extended absences:

As most of you know prolonged illnesses such as the present challenges for all of us. Cooperation, honesty and advanced planning are necessary to allow you to complete the class should you have a prolonged illness. To guarantee the smooth functioning of this course and to allow you to finish the class should you become ill or have an extended emergency, I have instituted the following policies. These policies may change if necessary.

1. You are responsible for informing me that you will need to miss class as soon as you are able. To arrange make-up work, I need to know as soon as possible that you will be missing several classes and assignments.
2. Students who miss more than one week of class because of an excused absence will be given the option of make-up work the nature of which will be determined by me. This make-up work will generally consist of brief written assignments.
3. Since I determine part of your grade through in class work, students who miss several classes because of an extended illness may be given additionally written work based on additional readings decided by me.
4. In extreme instances, I may agree to drop an assignment and redistribute points.

5. If I get sick, I will notify you via email and post instructions on blackboard. In the event of a long-term illness, I reserve the right to change this class to an online format.
6. Students are responsible for self-reporting COVID and other illnesses such as the flu. All extended absences require a doctor's excuse. You may also wish to contact the Dean of Students who can help you contact your faculty.
7. Remember that these accommodations are for absences that are about two weeks. They are not for students who need to miss large portions of the semester even for good reason; you need to be in class and doing the assignments to receive class credit. Please make sure to discuss your situation with me asap, so we can discuss your options. Again, you may also contact the Dean of Students.

Incompletes:

You must complete all assignments to pass this class. I will only give you an incomplete if you meet the University criteria for receiving one. This criterion does not include simply forgetting to do an assignment or getting too busy. Incompletes are only appropriate for students who miss a couple weeks of class or an assignment or two due to something out of their control. They are not meant for students who miss a substantial part of the class. That said, if you do fall behind or have something catastrophic happen during the semester, please speak with me and we will discuss your options.

Classroom Conduct:

Class Discussion and Civil Discourse

1. There is nothing wrong with disagreeing with another member of the class or even the professor but be polite and be ready to provide evidence for your argument.

2. Conversely, if the professor or another student disagrees with you, listen to that person's point of view. In an academic setting, disagreement is expected and beneficial.
3. Always address the idea not the person. Personal attacks do not create civil discourse.
4. Avoid labeling and dismissing. Calling an idea "politically correct," "sexist," "woke," or "racist" does not address the complexity of the idea. Think about why you believe the idea reinforces certain privileges and hierarchies and discuss with the class why you think as you do.
5. You will probably be offended at some point in this class. Think about why an idea offends you. If it is because that idea demeans you or another group of people simply because of who you or they are, the statement is inappropriate and unprofessional. If it because the idea is offensive because it challenges the way you think about the world, your political beliefs or even moral sense, that is what happens when you encounter people whose ideas are different than your own. Intellectual diversity is not in itself offensive but necessary; demeaning others because of who they are is inappropriate and bigoted.
6. Do not worry about being "wrong." As long as you are prepared and respectful, your comments and questions are always welcome. However, if you are not doing the reading and just trying to B.S., I will call you on it.
7. Never claim that your idea is "just my opinion." That is not good enough in a college classroom. I expect you to make arguments that are logical, and evidence based. Be ready to defend those arguments with evidence.

Basic Class Information regarding Zoom

I will post the zoom link in the announcement section of blackboard. The zoom link will be the same for all class meetings unless I tell you otherwise. You should be able to access the class by clicking on this link or copying it into your browser. You do not need a zoom account to participate in class. You do need a camera and microphone.

Zoom Meetings:

1. You are expected to be in front of your computer and actively participating in class during class time. Please keep your video on as I will assume you are away from your computer if you turn it off.
2. Should you wish to speak, use the raise your hand feature in zoom. Be sure to unmute you microphone to speak. (I however will consistently forget to unmute mine.) I will call on you. Since I want to give everyone a chance to speak, do not take offense if I do not call on you or suggest we move on.
3. I will often pause to give everyone a chance to think about what they will say, so I may not call on the first person who raises his/her/their hand.
4. I may call on you to speak if I notice you are not participating.
5. When you are not speaking, please mute your microphone.
6. I recommend using the screen shot in which you can see your classmates. This most closely approximates the classroom experience.
7. Again, please keep distractions to a minimum. I do not recommend trying to eat your dinner while on zoom. Should something come up, turn off your camera while you are addressing the issue. I understand that children, pets and other things in your life happen. If you know you will need to step away, you send me a message via the chat function.
8. I will not record this class and ask that you don't as well. We all should be allowed to make mistakes without fear that those mistakes will show up in someone's social media post or that our comments will be taken out of context. In addition, such distribution violates copyright policies and University Policy. Please see the University's policy on recording and distributing recordings.

Course Schedule

You must complete the readings before class and be prepared for me to call on you during class. Be sure to check the weekly units on blackboard for study guides and the writing assignment for each week.

I reserve the right to make changes to this schedule should we fall behind and/or contingencies arise. I will only move assignments back should changes be necessary.

I have also placed the course schedule in a separate file for your convenience.

Course Schedule

Week One: Introduction and Presentation on Reading Primary Sources

- Reading, Rampola, Chapters One through Four

Part I: "Well Behaved Women Seldom Make History"

Week Two: Finding Indigenous Women

- Recommended: Dubois, Chapters One and Two, pp. 48-7
- Required: Dubois, primary sources, pp. 35-45
- Helen Rountree, "The Women John Smith Barely Saw," Blackboard
- Spielmann, Katherine, et. Al. "Style and Resistance in the Seventeenth Century Salinas Province," Blackboard
- Kristen Fischer, "The Imperial Gaze," 3-19, Blackboard
- Assignment: Precis or summary of Rountree or Spielmann, (Rampola, pg 32)

Week Three: Finding Women in Diaries

- Ulrich, *A Midwife's Tale*, entire
- Doing History Website and excerpts from the diary
- Assignment: Write 2

Week Four: Troublesome Women: Captivity Narratives

- Recommended, Salisbury Intro to *Sovereignty and Goodness of God*, pp. 1-66.
- Required: Mary Rowlandson, *Sovereignty and Goodness of God*, pp. 69-118.
- Required: Brooks, "Introduction and Prologue," 1-23

- Assignment: Writing 3

Week Five: Troublesome Women: Standpoint

- Lisa Brooks, *Our Beloved Kin*, TBA
- Required, www.ourbelovedkin.com
- Assignment, Write 4

Week Six: Troublesome Women and the Writing of History

- Required: Brooks, *Our Beloved Kin* and Website, TBA
- Required: Readings on Hannah Duston, Blackboard
- Assignment: Write 5

Week Seven: Troublesome Women: War and Witchcraft

- Recommended, Goodbeer, "Introduction," in *Salem Witch Trials*
- Required, Selected Documents from Goodbeer
- Required, Cotton Mather, "A Brand Plucked out of the Burning."
Blackboard
- Statistics, Blackboard
- Assignment, Write 6

Week Eight: Putting the Sources Together

- Reading, TBA
- Workshopping the Different Sources
- Write 7

Week Nine: Spring Break

Part Two: Moving into the Public: Autobiography, Race and Politics

Week Ten: Autobiography:

- Required: Winnemucca, *Life Among the Piute* entire
- Write 8

Week Eleven: Documenting Enslavement

- Suggested, Dubois, pp. 175-189; 25-33
- Dubois, Primary Sources, "Mothering Under Slavery," 196-203
- Dubois, Primary Sources, Phyllis Wheatley, "Phyllis Wheatley," pp. 141-146
- Dubois, Primary Source, Sojourner Truth, pp. 274
- Begin, Jacobs, *Incidents in the Life of a Slave Girl*
- Assignment, Write 9

Week Twelve:

- Recommended, Fleischner, Introduction, *Incidents in the Life of a Slave Girl*
- Required: Jacobs, *Incidents in the Life of a Slave Girl*
- Assignment, Write 10

Week Thirteen: Abolition and Women's Rights: Reading Political Documents

- Recommended, Sklar, Intro
- Recommended: Dubois, pp. 156-174
- Required, Dubois, Primary Sources, 204-218
- Required, Sklar, documents TBA
- Assignment 11

Week Fourteen: Workshopping documents on Race, Slavery and Women's Rights

- Reading, TBA
- Assignment: Write 12

Part III: History and Memory

Week Fifteen: Remembering Slavery: Neo Slave Narratives

- Required: Toni Morrison, *Beloved*
- Assignment, Write 13

Week Sixteen: Family History

- Required, Murray, *Proud Shoes*
- Assignment 14

Week Seventeen: Reading Historical Films

- Required: View film, *Salt of the Earth*
- Required: TBA
- Assignment Write 15

Week Eighteen: Finals Week

- Final Paper Due May 17 by 11:59 pm.

Basic Policies:

Academic Integrity: Please read the university's academic integrity policy carefully. History graduate students who violate this policy are subject to dismissal from the program as outlined in the Graduate Student Handbook. Be especially careful to credit the work of others on the discussion board including your colleagues. (we do not have a discussion board in this class, but this is a good reminder for other classes)

Disruptive Behavior: Graduate students who engage in disruptive behavior are subject to dismissal from the program as outlined in the Graduate Student Handbook. Any student who engages in disruptive behavior may be administratively dropped from a course. Such behavior includes but is not limited to failing to follow the University's masking policy, responding with anger to faculty comments on your work, sending angry and/or threatening emails, and engaging in disrespectful dialogue in class.

University Closure: Should the University close due to COVID, we will continue to meet via zoom at our designated meeting time. I will adjust any assignments that will require you to go to the library, should COVID close or limit access to libraries. You will continue to turn in your assignments via blackboard and I will continue to be available for zoom appointments.

If classes are cancelled due to weather, I will post instructions via blackboard, but we will not meet as a class. In this case, a written assignment may replace the class missed or other adjustments to the syllabus may be made.

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purposes of your own that go beyond 'fair use', you must obtain expressed permission from the copyright owner.