

## **HIS 213-01 Topics in American History: “Southern Women’s History”**

TTH 11:00-12:15 in MHRA 1214

Professor: Dr. Mandy L. Cooper

[mlcoope2@uncg.edu](mailto:mlcoope2@uncg.edu)

Office Hours: Tuesdays 12:30-1:30 in MHRA 2145, Wednesdays 1-3 via Zoom & by appointment

Graduate Assistant: Lisa Aft ([lkaft@uncg.edu](mailto:lkaft@uncg.edu))

*UNCG is located on the traditional lands of the Keyauwee and Saura. Let us venture to honor them with our work together.*

### **Course Description:**

What does southern history look like when women's experiences and actions are placed at the center? This course will seek to answer this question by exploring the history of women in the US South from pre-colonial times to the present. Students will examine the changing experiences and expectations of southern women and how these experiences and expectations were continually shaped by the intersections of gender, race, and class. The course will pay particular attention to the subjects of women and slavery, the impact of the Civil War on gender relations, the changing meaning of race and class in women's lives, women's suffrage in the South, and the Civil Rights Movement.

The readings, lectures, and assignments have been structured to help students think critically about history and not simply memorize facts, dates, places, and names. The course relies on three kinds of sources: lectures, primary materials, and secondary readings. The lectures are intended to introduce analytical ideas: the big themes, questions, and problems from a particular historical moment. Those ideas will then help you analyze the assigned readings. Primary source materials are sources that were created in the historical time period that we're studying. They allow us, as historians, to enter into that period, to get closer to it, and to get a more direct sense of what was happening at the time. Secondary sources, such as the assigned book chapters and articles, are different: they are written after the fact, are filtered through someone else's observations, and are thus removed from the actual time period in question. The analysis of the two kinds of sources is also different. With primary sources, we are focusing on materials generated in the past; in learning how to critically analyze those materials, we are also coming to terms with the dynamics of the past. With secondary sources, we would be weighing what other people said about the past and determining which analysis we find most compelling.

### **Minerva Academic Curriculum SLOs:**

*Diversity & Equity Through the Humanities and Fine Arts*

- Describe how political, social, or cultural systems and structures, in the past or present, have advantaged and oppressed different groups of people.
- Describe how political, social, or cultural systems, in the past or present, have produced and sustained ideas of difference and, in the face of that, how marginalized groups have meaningfully engaged in self-definition.
- Examine individual and collective responses for addressing practices of disenfranchisement, segregation, or exclusion.
- \*Note: In this course, student learning related to this MAC SLO will be assessed through class discussion, midterm and final exam essays, and a primary source analysis paper.

**Learning Goals for this Course:**

*Historical Comprehension* (Analyze historical duration, succession, and change in terms of human agency and larger systems or structures in a wide variety of places and periods):

- Acquire a basic knowledge of the history of women in the US South from pre-European contact to the present
- Gain a better understanding of the intersections of race, ethnicity, class, and sexuality in the lives of southern women
- Analyze the mutual constitution of gender, race, ethnicity, class, sexuality, nationality, and religion.
- Explain how gender is produced within social institutions and how these institutions affect individual lives.

*Historical Analysis* (Use historical thinking to contextualize and analyze primary and secondary sources representing different points of view):

- Analyze the intersections of race, class, and gender over time and space
- Develop skills in analyzing primary sources and historical topics – and apply those skills to develop strong analytical arguments
- To analyze scholarship and a variety of media to create original arguments in writing.

*Historical Interpretation* (Use evidence-based reasoning to interpret the past coherently while developing and presenting an original argument, orally and in writing):

- Demonstrate the ability to communicate analytical ideas effectively – both in discussion and in writing
- Construct a historical argument
- Critique scholars' interpretations of history

**General Education Student Learning Outcomes:**

*Historical Perspectives:*

- Use a historical approach to analyze and contextualize primary and secondary sources representing divergent perspectives.
- Use evidence to interpret the past coherently, orally and/or in writing

**Course Readings:**

Readings will consist of book chapters, articles, and primary sources. Book chapters and primary sources will be posted on Canvas or linked on the syllabus, and articles can be found on JSTOR. We will go over how to find and access articles through JSTOR in class.

**Class Structure:**

Our classes will consist of brief overviews of the material followed by discussion of the readings and lectures. We will use this in-person time to really dig in to the day's topic, learn how to work with primary and secondary sources, and put those skills into practice in different activities. Your participation should reveal your knowledge of the assigned reading. Diverse and strong opinions are welcome; however, I expect students to conduct themselves in a professional and respectful manner at all times.

**Reading Assignments:**

Students should complete the assigned readings for a particular lecture before class. You will need to thoroughly read the book chapters and/or articles (posted on Canvas) and come to class prepared to

discuss what you have read. We will discuss strategies for reading analytically (and quickly!) in class. These readings will give you an idea of what we will go over in class, though I will be covering other topics and using my own methods to organize lectures. If you miss a lecture, the readings will serve you well, but you should also ask a classmate if he/she would be willing to share a copy of their notes for that day. The primary sources are brief (generally only one to two pages each), and we will go over them in class together. Students are expected to come to class having done the required reading and prepared to thoughtfully engage in the lecture, discussion, and primary source exercises. All primary sources are hyperlinked on the syllabus unless otherwise noted.

### **Assignments:**

Students will complete three assignments. The first assignment will be a response paper (800 words) to the readings for a particular class session of the student's choice. Students will sign up for these response papers on the second day of class. The second assignment will be a podcast analysis. Students will be provided with several different podcast episodes to choose from and will write a 2-3 page analysis of one source from the provided list. The third assignment will be a primary source analysis. Students will choose a primary source from a provided list and will write a 4-5 page analysis of that source. All written assignments should be double-spaced, in 12-point Timew New Roman or Garamond font, with one-inch margins and your name on each page. Papers should follow the requirements of the Chicago Manual of Style for citations, which is available in the library. More detailed information on the assignments will be handed out in class.

### **Exams:**

There will be two exams, a midterm and a final. Students will be provided with essay topics in advance.

### **Grading Breakdown:**

Participation: 10%

Primary Source Analysis: 15%

Response Paper: 10%

Podcast Analysis: 15%

First Exam: 20%

Final Exam: 25%

### **Grading Scale:**

Letter Grade	% points accumulated
A+	98-100
A	93-97
A-	90.0-92
B+	88-89
B	83-87
B-	80-82

C+	78-79
C	73-77
C-	70-72
D	60-69
F	<60.0

### **Attendance Policy:**

You are expected to attend class. However, given the circumstances of the COVID-19 pandemic, if you encounter extenuating circumstances that mean that you will miss class, you should speak to me personally to make arrangements to ensure that you do not fall behind.

### **Late Work:**

All papers and assignments are due by the start of class on the date listed on the syllabus. You must submit the midterm and final exam on the dates listed on the syllabus.

### **Academic Integrity:**

Plagiarism and academic dishonesty will not be tolerated. Plagiarism is presenting the words or ideas of others without giving them credit. Any source that you use in your work (i.e. books, documents, articles, webpages) must be properly cited. If you use someone else's exact words they must be enclosed in quotation marks and be followed by a citation. If you put someone else's ideas into your own words, you must also use a citation. Plagiarism includes copying and pasting any text from the internet into a document without using quotation marks and a citation.

Enrollment in this course and submission of each written assignment constitute students' acceptance of UNCG's Academic Integrity Policy. You can find the full Academic Integrity Policy, here:

<https://drive.google.com/file/d/0B0rFGGhJvbDHUExSzmfFaWFmb00/view>.

### **Academic Support & Disability Accommodations:**

The University of North Carolina at Greensboro seeks to promote meaningful access to educational opportunities for all students. Should you have any needs or questions related to disability issues, please contact the Office of Accessibility Resources and Services (OARS - <https://ods.uncg.edu/>), located in the Elliot University Center, #215. As an instructor, I am committed to making this course accessible to all students in it and will work with OARS to accommodate students' requests. You do not need to disclose details about your disability to the instructor in order to receive accommodations, but you do need to have documentation from OARS for whatever accommodation you have been approved for.

### **COVID-19 Policies:**

As we return for Fall 2022, all students, faculty, and staff and all visitors to campus are required to uphold UNCG's culture of care by actively engaging in behaviors that limit the spread of COVID-19. While face-coverings are optional in most areas on campus, individuals are encouraged to wear masks. All individuals and visitors to campus are asked to follow the following actions:

- Engaging in proper hand-washing hygiene.

- Self-monitoring for symptoms of COVID-19.
- Staying home when ill.
- Complying with directions from health care providers or public health officials to quarantine or isolate if ill or exposed to someone who is ill.
- Completing a self-report when experiencing COVID-19 symptoms, testing positive for COVID-19, or being identified as a close contact of someone who has tested positive.
- Staying informed about the University's policies and announcements via the COVID-19 website.

Students who are ill, quarantining, or isolating should not attend in-person class meetings, but should instead contact their instructor(s) so alternative arrangements for learning and the submission of assignments can be made where possible.

As we continue to manage COVID-19 on our campus, we are following the lead of the local health department and we will adjust our plans to balance student success, instructional requirements, and the hallmarks of the collegiate experience with the safety and wellbeing of our campus community.

#### **Contra Power Statement:**

As your instructor, I am committed to creating a productive and non-discriminatory learning environment of mutual respect. Title IX and UNCG's school policy prohibit gender-based harassment, sexual harassment, and sex discrimination for all members of the University community. Harassment can come in many forms - both direct and indirect - and can occur in subtle or overt ways. Traditionally, harassment is seen from a formal power-over structure. However, harassment can occur without a formal power structure. Contrapower, when a student harasses an instructor or peer, is a type of behavior that can create an intimidating environment in and outside of the classroom. Either form of harassment can include direct or indirect comments, physical intimidation, emails, anonymous notes, and course evaluations. **Both Contrapower and traditional forms of harassment are prohibited and subject to the same kinds of accountability applied to offenses against protected categories, such as race, national origin, religion, sexual orientation, etc.**

If you experience or witness such instances of harassment, please seek out the following resources:

- UNCG Counseling Center (non-reporting agency/confidential): 336.334.5874
- Murphie Chappell, Title IX Coordinator (reporting agent): 336.256.0362 or [mechappe@uncg.edu](mailto:mechappe@uncg.edu)
- University Police (reporting agent): 336.334.4444

For more information on UNCG's policies regarding harassment, visit [UNCG Sexual Harassment Policy](#)

#### **Classroom Conduct:**

Students are expected to assist in maintaining a classroom environment that is conducive to learning. In order to assure that all students have the opportunity to gain from time spent in class, unless otherwise approved by the instructor, students are prohibited from engaging in any form of distraction. Inappropriate behavior in the classroom shall result, minimally, in a request to leave class. Please review the [Disruptive Behavior in the Classroom Policy](#) for additional information.

**Health and Wellness:**

Health and well-being impact learning and academic success. Throughout your time in the university, you may experience a range of concerns that can cause barriers to your academic success. These might include illnesses, strained relationships, anxiety, high levels of stress, alcohol or drug problems, feeling down, or loss of motivation. Student Health Services and The Counseling Center can help with these or other issues you may experience. You can learn about the free, confidential mental health services available on campus by calling [336-334-5874](tel:336-334-5874), visiting the website at <https://shs.uncg.edu/> or visiting the Anna M. Gove Student Health Center at 107 Gray Drive. For undergraduate or graduate students in recovery from alcohol and other drug addiction, The Spartan Recovery Program (SRP) offers recovery support services. You can learn more about recovery and recovery support services by visiting <https://shs.uncg.edu/srp> or reaching out to [recovery@uncg.edu](mailto:recovery@uncg.edu)

**Religious Observance:**

The university allows for a limited number of excused absences each academic year for religious observances required by the faith of the student. Students must notify both myself and your TA in advance of the date of the religious observance.

**Policy on Children in Class:**

It is my belief that if we want women in academia, that we should also expect children to be present in some form. Currently, the university does not have a formal policy on children in the classroom. The policy described here is thus, a reflection of my own beliefs and commitments to student, staff, and faculty parents.

- 1) I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to choose between missing class to stay home with a child and leaving him or her with someone you or the child does not feel comfortable with. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.
- 3) I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.
- 4) In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met. Non-parents in the class, please reserve seats near the door for your parenting classmates.

**Writing Center:**

The Writing Center provides support for all types of writing assignments. Since you pay for the Writing Center via your student fees, you should take advantage of it to improve your writing. Visit the Writing Center (<https://writingcenter.uncg.edu/>) to learn more.

**Speaking Center:**

Besides providing help for in-class presentations, the Speaking Center has useful resources and tips for students who are shy about speaking up in class or section. ([speakingcenter.uncg.edu](http://speakingcenter.uncg.edu))

**Office Hours:**

I am always happy to discuss any questions or concerns you have regarding this course. I am always available during office hours, and you are welcome to schedule an appointment outside of those times by emailing me.

## **History Department Websites:**

History Department website: <https://his.uncg.edu>

Facebook page: <https://www.facebook.com/UNCGDepartmentofHistory/>

## **Syllabus Updates:**

Please note that readings and due dates are subject to change. I will notify you of any changes to the course schedule in class.

## **Course Schedule**

Tuesday, August 16	Introduction -Class Introductions -Syllabus, Class Expectations -Introduction to Southern Women's History
Thursday, August 18	Colonial Encounters Required Reading: Camilla Townsend, "Amonute's People," in <i>Pocahontas and the Powhatan Dilemma</i> <b>**Podcast Analysis Assignment Handed Out</b>
Monday, August 22	Last Day to Add/Drop a Course
Tuesday, August 23	Women's Life in the Southern Colonies Primary Sources: - <a href="#"><u>"We Unfortunate English People Suffer Here": An English Servant Writes Home</u></a> (1756)
Thursday, August 25	Slavery in the Southern Colonies Secondary Reading: Joan R. Gunderson, "The Double Bonds of Race and Sex: Black and White Women in a Colonial Virginia Parish," <i>Journal of Southern History</i> LII (1986) Primary Sources: - <a href="#"><u>1619 Laws of Virginia, (Act XII and Act XIII)</u></a> - <a href="#"><u>Eliza Lucas Letters, 1740-1741</u></a>
Tuesday, August 30	Women and the American Revolution Primary Sources: - <a href="#"><u>Women in South Carolina experience occupation, 1780</u></a>
Thursday, September 1	Native American Women in the Early Republic South Secondary Reading: Tiya Miles, "Circular Reasoning": Recentering Cherokee Women in the Antiremoval Campaigns." <i>American Quarterly</i> 61, No. 2, June 2009. Primary Sources:

	-Cherokee Women Resist Removal, Petitions of the Women's Councils (1817, 1818)
Tuesday September 6	Southern Honor: The Cases of Rachel Jackson and Peggy Eaton <b>**Podcast Analysis Due</b>
Thursday, September 8	The Myth of Scarlett: Southern Women and Plantation Households Secondary Reading: Laura F. Edwards, "Privilege and Its Price," in <i>Scarlett Doesn't Live Here Anymore: Southern Women in the Civil War Era</i> Primary Sources: - <a href="#"><u>Mary Polk Branch remembers plantation life, 1912</u></a>
Tuesday, September 13	Enslaved Women Secondary Reading: Alexandra J. Finley, "Fancy" in <i>An Intimate Economy: Enslaved Women, Work, and America's Domestic Slave Trade</i> Primary Sources: - <a href="#"><u>Harriet Jacobs on rape and slavery, 1860</u></a> - <a href="#"><u>Vilet Lester to Miss Patsey Patterson, Aug. 29, 1857</u></a>
Thursday, September 15	Yeoman Women and Free Women of Color
Tuesday, September 20	Women and Slavery in the South Primary Sources: - <a href="#"><u>Angelina Grimké, Appeal to Christian Women of the South, 1836</u></a>
Thursday, September 22	Women, Slavery, and the Civil War Secondary Reading: Drew Gilpin Faust, "Enemies in Our Households: Confederate Women and Slavery," in <i>Mothers of Invention: Women of the Slaveholding South in the American Civil War</i> <b>**Primary Source Analysis Assignment Handed Out</b> <b>**First Exam Study Guide Handed Out</b>
Tuesday, September 27	Women, Slavery, and the Civil War, continued Primary Sources: -The Louisianian Sarah Morgan Proudly Proclaims Herself a Rebel, 1863 -Ella Gertrude Clanton Thomas Describes Conditions in the Confederacy and Criticizes Northern Women, 1865
Thursday, September 29	Southern Women and Reconstruction Secondary Reading: Thavolia Glymph, <i>Out of the House of Bondage: The Transformation of the Plantation Household</i> , "A Makeshift Kind of Life": Free Women and Free Homes," (Chapter 6)
Tuesday, October 4	Jim Crow Secondary Reading: Crystal N. Feimster, "The Gender and Racial Politics of the Anti-Lynching Movement," in <i>Southern Horrors: Women and the Politics of Rape and Lynching</i> .

Primary Sources:

- [Ida B. Wells-Barnett, Lynch Law in America \(1900\)](#)
- [Mary Church Terrell, The Progress of Colored Women – Feb. 18, 1898](#)

Thursday, October 6

## **FIRST EXAM DUE – NO CLASS**

Friday, October 7

Last day to withdraw without a WF grade

Tuesday, October 11

## **Fall Break, No Class**

Thursday, October 13

Women & Reform in the New South

Secondary Reading: Glenda Gilmore, “Diplomatic Women,” in *Gender and Jim Crow: Women and the Politics of White Supremacy in North Carolina, 1896-1920*

Primary Sources:

- Lugenia Burns Hope, The Neighborhood Union: Atlanta, Georgia (c. 1908)

Tuesday, October 18

Votes for Women! Southern Women and the Vote

Secondary Reading: Emily Herring Wilson, “Gertrude Weil: Forever Young,” in *North Carolina Women: Their Lives and Times, Volume 2* AND Martha Jones, “Tackling a Century Old Mystery”

Thursday, October 20

Southern Women in the Beginning of the Twentieth Century

Primary Sources:

- Mary Church Terrell Praises the Club Work of Colored Women, 1901

Tuesday, October 25

Southern Women and the Great Depression

Secondary Reading: Jane Becker, “Lucy Morgan: The Penland School of Handicrafts and the Southern Appalachian Craft Revival,” in *North Carolina Women, Their Lives and Times, Vol. II*

Thursday, October 27

Women & Civil Rights, Part I

Secondary Reading: Charles M. Payne, “A Woman’s War,” in *I’ve Got the Light of Freedom: The Organizing Tradition and the Mississippi Freedom Struggle*

Primary Sources:

- [Rosa Parks on Life in Montgomery, Alabama \(1956-1958\)](#)

-Oral History of Mary Dora Jones

Tuesday, November 1

Rethinking the Master Narrative: Women & Civil Rights, Part II

Secondary Reading: Danielle L. McGuire, “Walking in Pride and Dignity” in *At the Dark End of the Street: Black Women, Rape and Resistance – a New History of the Civil Rights Movement from Rosa Parks to the Rise of Black Power*

Primary Sources:

[Fannie Lou Hamer: Testimony at the Democratic National Convention 1964](#)

Thursday, November 3	Native Women's Activism in the Jim Crow South Secondary Reading: Malinda Maynor Lowery, "Integration or Disintegration: Civil Rights and Red Power," in <i>The Lumbee Indians: An American Struggle</i> White Women & Massive Resistance
Tuesday, November 8	White Women & Massive Resistance
Thursday, November 10	<b>NO CLASS – WORK ON FINAL PAPERS</b>
Tuesday, November 15	The South and Second Wave Feminism Secondary Reading: Marjorie Julian Spruill, "The Mississippi 'Takeover': Feminists, Antifeminists, and the International Women's Year Conference of 1977," in <i>Mississippi Women: Their Histories, Their Lives, Volume 2</i>
Thursday, November 17	Southern Women & Workplace Activism Secondary Reading: Joey Fink, "Crystal Lee Sutton: 'I Was Doing Something I Didn't Even Think I Could Do,'" in <i>North Carolina Women: Their Lives and Times, Volume 2</i>
Tuesday, November 22	Latina Women in the Late 20 <sup>th</sup> & Early 21 <sup>st</sup> Century South Secondary Reading: Julie M. Weise, "Skyscrapers and Chicken Plants: Mexicans, Latinos, and Exurban Immigration Politics in Greater Charlotte, 1990-2012" in <i>Corazón de Dixie: Mexicanos in the U.S. South since 1910</i>
Thursday, November 24	Thanksgiving Holiday, No Class
Monday, November 29	The Continuing Challenges of Being Southern and Female Review Session & Course Wrap-Up <b>**Primary Source Analysis Due</b>

**Final Exam Due Tuesday, December 6, 2022 by 3:00PM**