

Brock University  
Department of History  
Fall 2013

**HIST/WGST 2Q93: Women in North America to 1865**  
**Tuesdays, 7:00-9:00 pm, AS216**

**Instructor:** Dr. Rebecca Beusaert  
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**Teaching Assistant:** Roger Fast  
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Office: TBA  
Phone: TBA  
Office Hours: Tuesdays, 5:00-6:00 pm

Seminar	Date and Time	Place	Tutorial Leader
1	Tuesday, 6:00-7:00 pm	PL308	Beusaert
2	Tuesday, 6:00-7:00 pm	PL311	Fast
3	Tuesday, 9:00-10:00 pm	WH8J	Fast

**Course Description:**

This course will examine selected broad themes and issues in North American women's history, covering the period just prior to European contact until the end of the Civil War. We will examine women's identities and experiences as daughters, wives, mothers, workers, slaves, healers, community builders, and political activists. Proceeding chronologically, the course will explore women's roles in pre- and post-contact Indigenous societies, early colonial settlements, slavery, rebellions and wars of independence, early suffrage and political crusades, industrializing cities, rural and agrarian societies, and finally the Civil War.

Special attention will be paid to paradigms such as class, race, ethnicity, gender, sexuality, age, and religion, as they were understood historically and how they contributed to (or minimized) women's power. Because the course employs a comparative framework, we will also examine the extent to which the lives of American and Canadian women overlapped and diverged.

Students will also be introduced to some of the methodological tools employed by women's historians, such as data collection and historical interpretation. In tutorials,

students will become more familiar with primary sources, learning how to evaluate and critically analyze their worth to the study of women's history.

### **Required Texts (available at the bookstore)**

Kathryn Sklar and Thomas Dublin, *Women and Power in American History*, 3<sup>rd</sup> edition (Pearson, 2009).

Afua Cooper, *The Hanging of Angelique: The Untold Story of Canadian Slavery and the Burning of Old Montreal* (Harper Collins, 2006).

\* Primary sources will be assigned occasionally throughout the term. They will be distributed in lectures or posted online

\*\* Journal articles will also be assigned and can be accessed online or through the Brock University library system

### **Suggested Texts (only if you need/want more historical background)**

Sara M. Evans, *Born for Liberty: A History of Women in America* (New York: Free Press Paperbacks, 1997) (available at the library)

Gail Cuthbert-Brandt, et al. *Canadian Women: A History*, 3<sup>rd</sup> edition (Toronto: Nelson Education, 2011) (this and earlier editions available in the library)

Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, 7<sup>th</sup> ed. (Boston and New York: Bedford/St. Martins, 2012) (this and earlier editions available in the library)

### **Course Evaluation:**

Seminar Participation — 20%

- Each week, students are expected to have read assigned course materials, attend tutorial, and be willing to engage in class discussions. Attendance alone does not guarantee one a good grade! It is imperative that course materials are read each week. You will also be graded on the quality of your questions/responses and not necessarily the quantity of them.

Primary Source Analysis — 10%

- Out of a choice of two, students select one primary source and write a 3-4 page assessment of its worth to the study of American or Canadian women's history. A handout with more detailed instructions will be provided in mid-September.
- Due Date: October 8, 2013 in class

Comparative Literature Review — 20%

- Students write a comparative analysis of ONE OF two sets of articles assigned in your tutorial group. One set of articles will deal with Aboriginal women and one set will address the Salem Witchcraft Hysteria. Your comparative analysis will focus on where the authors agree and where they differ. The analysis will be in essay form

and be 5 pages in length. A handout with more detailed instructions will be provided in mid-September.

- Due Date: October 22, 2013 in class

Reading Response/Critique — 20%

- This assignment is an exercise in historical research methods. Students are required to read Afua Cooper's *The Hanging of Angelique* and then consult the "Great Unsolved Mysteries in Canadian History" website: [<http://www.canadianmysteries.ca/sites/angelique/indexen.html>] for primary documents related to Marie-Josèphe dite Angélique and her role in the fire that destroyed a large portion of Montreal in 1734. Students will decide whether they agree with Afua Cooper's interpretation of the events by consulting the primary documents available on the website. Ultimately, students will be deciding whether or not Angelique was responsible for the fire and how she should be remembered as a historical figure. A handout with more detailed instructions will be provided in early October.
- Due Date: November 26, 2013 in class

Final Exam — 30%

- A cumulative two-hour examination covering the course's major themes and topics. Examination will consist of identifications, short answer questions, and essays drawn from BOTH lectures and weekly readings.
- Date, Time, and Location TBA

### **Medical Documentation**

All requests to the Instructor for medically-excused absences, or late submissions, must be accompanied by a properly completed Brock University "Student Medical Certificate" (downloadable from the Department of History website, among other places). Without documented proof of illness or family emergency, there will be no exceptions. (See Brock's Health Exemption Policy: <http://www.brocku.ca/health-services/policies/exemption>).

### **Academic Integrity**

Under no circumstance will any form of plagiarism be tolerated in this course. Plagiarism is defined by Brock University as "presenting work done (in whole or in part) by someone else as if it were one's own." For further information, consult "Academic Integrity" [[www.brocku.ca/academic-integrity/undergraduate-students](http://www.brocku.ca/academic-integrity/undergraduate-students)]. In all course assignments, failure to properly document another author's work, or disguise it as your own, will AUTOMATICALLY RESULT IN A GRADE OF ZERO for that assignment. Incidences of plagiarism can seriously affect your academic record in the future. Therefore, time will be spent in tutorial instructing students on how to properly document their research in hopes of avoiding accidental cases of plagiarism. Students

are also advised to retain all of their research notes, rough drafts of assignments, and copies of essays until the end of the term.

### **Communication**

When communicating with the Instructor, Teaching Assistant, and other students in your class/tutorial, always be respectful and courteous. No form of racism, homophobia, sexism, ageism, or other intolerance will be accepted in this course.

Outside of class time and office hours, the best way to communicate with the Instructor and Teaching Assistant is through email. We will do our best to answer your emails as promptly as possible. However, we request that you email us using your @brocku.ca account so that we know the email is legitimate. In the subject line, please indicate that this is a question related to HIST 2Q93 (eg. "HIST 2Q93 Essay Question"). Your email should also be properly composed (ie. not contain short forms or other language difficult to decipher) and ends with your full name. Also, please avoid emailing us about questions that can be easily answered by looking at the syllabus or conducting a Google search. Please do not send an email the night before an examination or an assignment due date. The Instructor and Teaching Assistant cannot guarantee that a response will be sent right, so make sure all questions are answered well in advance.

The lecture notes and PowerPoint slides for this class will not be posted online. If you happen to miss a class, ask a fellow classmate if they would be willing to share their notes. Please do not email the Instructor or Teaching Assistant requesting class notes. It is your duty to attend all lectures and seminars.

### **Other Class Policies**

- If an assignment is late, the grade will be reduced by 5% for each day past the due date (including weekend days). Late penalties will be waived only in the event of a documented medical or family emergency, at the discretion of the Instructor.
- Assignments that are more than 10 days late (including weekend days) without prior authorization of the Instructor will not be accepted.
- Each tutorial absence will result in a grade of 0 for that particular day (except for documented emergencies, at the Instructor/Teaching Assistant's discretion). There are no "free" missed tutorials.
- You must keep all original assignments that have been graded and returned to you.
- Do not submit your work electronically unless authorized in advance by the Instructor.

- Do not submit your work to the History Department drop box. If you cannot turn in an assignment when scheduled, contact your Teaching Assistant or the Instructor to make other arrangements.

**Tentative Weekly Schedule:**

1) **September 10:** “Course Introduction; Discussion of Syllabus and Tutorial Structure; Why Study Women’s History?”

2) **September 17:** “Pre- and Post-Contact Indigenous Societies”

Tutorial Readings:

Kathleen M. Brown, “The Anglo-Algonquian Gender Frontier” in *Women and Power*  
 Sylvia Van Kirk, “The Role of Native Women in the Fur Trade Society of Western Canada, 1670-1830” *Frontiers: A Journal of Women Studies* 7 (3) (1984): 9-13.

3) **September 24:** “Establishing Roots: Women in New France, Acadia, and the New England Colonies”

Tutorial Readings:

Allan Kulikoff, “The Beginnings of the Afro-American Family in Maryland” in *Women and Power*

Excerpts from *Word from New France: The Selected Letters of Marie de L'Incarnation*, translated and edited by Joyce Marshall (Oxford University Press, 1967)

4) **October 1:** “Witchcraft, Violence, and the Law”

Tutorial Readings:

Sylvia Savoie, “Women’s Marital Difficulties: Requests of Separation in New France” *The History of the Family* 3 (4) (1998): 473-485.

Lyle Koehler, “The Case of the American Jezebels: Anne Hutchinson and Female Agitation during the Years of Antinomian Turmoil, 1636-1640” *The William and Mary Quarterly* 31 (1) (January 1974): 55-78.

5) **October 8:** “Enslaved Women and Southern Planter Society”

Tutorial Readings:

Virginia Meacham Gould, “Gender and Slave Labor in Antebellum New Orleans” in *Women and Power*

Inge Dornan, “Masterful Women: Colonial Women Slaveholders in the Urban Low Country” *Journal of American Studies* 39 (3) (Dec. 2005): 383-402.

6) **October 22:** “Religion, Morality, and Republican Motherhood”

Tutorial Readings:

Brenda E. Stevenson, "'Marsa Never Sot Aunt Rebecca down': Enslaved Women, Religion, and Social Power in the Antebellum South" *The Journal of African American History* 90 (4) (Autumn 2005): 345-367.

Sarah Robbins, "'The Future Good and Great of Our Land': Republican Mothers, Female Authors, and Domesticated Literacy in Antebellum New England" *The New England Quarterly* 75 (4) (Dec. 2002): 562-591.

7) **October 29:** "Revolutions and Rebellions"

Tutorial Readings:

Barbara Clark Smith, "Food Rioters and the American Revolution" in *Women and Power*

Cecilia Morgan, "'Of Slender Frame and Delicate Appearance': The Placing of Laura Secord in the Narratives of Canadian Loyalist History" *Journal of the Canadian Historical Association* 5 (1) (1994): 195-212.

8) **November 5:** "Westward and Beyond: Women on the Frontier"

Tutorial Readings:

Glenda Riley, "Women and Indians on the Frontier" in *Women and Power*

Adele Perry, "'Fair Ones of a Purer Caste': White Women and Colonialism in Nineteenth-Century British Columbia" *Feminist Studies* 23 (3) (Autumn 1997): 501-524.

9) **November 12:** "Political and Social Activism in the Early-Nineteenth Century"

Tutorial Readings:

Kathryn Kish Sklar, "Women's Rights Emerges within the Anti-Slavery Movement: Angelina and Sarah Grimké in 1837" in *Women and Power*

Bettina Bradbury, "Women at the Hustings: Gender, Citizenship, and the Montreal By-Elections of 1832" in *Rethinking Canada: The Promise of Women's History*, 6<sup>th</sup> ed.

10) **November 19:** "Women, Work, and Industrialization"

Tutorial Readings:

Thomas Dublin, "Women, Work, and Protest in the Early Lowell Mills: 'The Oppressing Hand of Avarice Would Enslave Us'" in *Women and Power*

Johnny Faragher and Christine Stansell, "Women and their Families on the Overland Trail to California and Oregon, 1842-1867" *Feminist Studies* 2 (2/3) (1975): 150-166.

11) **November 26:** "Victorianism, Gender Roles, and the Cult of True Womanhood"

Tutorial Readings:

Kathryn Kish Sklar, "Victorian Women and Domestic Life: Mary Todd Lincoln, Elizabeth Cady Stanton, and Harriet Beecher Stowe" in *Women and Power*

Sharron A. Fitzgerald and Alicja Muszynski, "Negotiating Female Morality: Place, Ideology and Agency in the Red River Colony" *Women's History Review* 16 (5) (November 2007): 661-680.

12) **December 3:** "African-Canadian Communities;" "Women and the Civil War;" "Conclusion: New Directions in Women's History"

Tutorial Readings:

Shirley J. Yee, "Finding a Place: Mary Ann Shadd Cary and the Dilemmas of Black Migration to Canada, 1850-1870" *Frontiers: A Journal of Women Studies* 18 (3) (1997): 1-16.

Ann Douglas Wood, "The War within a War: Women Nurses in the Union Army" *Civil War History* 18 (3) (September 1972): 197-212.