

HISTORY 455: GENDER AND POWER IN EARLY AMERICA
FALL 2019

T/TH, 10:00AM-11:20AM || 104 CONDON HALL
OPEN OFFICE/STUDENT HOURS: WEDNESDAYS, 12:30PM-3:30PM OR BY APPOINTMENT

Professor Madar || 305 McKenzie Hall || amadar@uoregon.edu

COURSE OVERVIEW

This course will investigate the interplay between gender and power in early America between the sixteenth and eighteenth centuries. This historical approach will allow us to examine the direct and indirect ways women, gender, sexuality, and conceptions of power affected the formation of early American societies.

OBJECTIVES

In this course, students will:

- Come to understand the various ways in which different empires and peoples conceived of gender and exacted power.
- Critically engage with existing scholarship and consider how that scholarship enhances their understanding of course themes.
- Identify arguments and evaluate evidence through critical engagement with primary and secondary sources.
- Carry out the initial steps of a research project and hone and improve their writing skills.
- Build a supportive class community and engage meaningfully together to challenge and deepen their thinking about issues of gender and power in a historical context.
- Have positive, respectful, and informative interactions with people—both past and present—whose lives and experiences are different from your own.

ASSIGNMENTS

CLASS MEETINGS-ATTENDANCE, PARTICIPATION, ENGAGEMENT (20%): You are expected to attend all class meetings, arrive on time, and be engaged. Besides contributing regularly in both small and larger group discussions, being engaged also means being attentive when others are speaking and being an active learner (taking notes, asking questions, etc).

PRIMARY SOURCE ANALYSES (20%): During the quarter you will write **three** primary source analyses (SAs). Your SA is due in hard copy at the beginning of class on the day the source will be discussed. You may choose any source assigned for that particular day. An instruction sheet on how to approach these assignments is on Canvas. You will have an opportunity to rewrite **one** SA during the quarter, if you so choose. SAs should be typed, double-spaced, in Times New Roman 11- or 12-pt font.

ARTICLE SUMMARIES (20%): To help you get the most out of the readings, you will write **four** article summaries during the quarter. Your article summary is due in hard copy at the beginning of class. An instruction sheet on how to approach these assignments is on Canvas. You will have an opportunity to rewrite **two** article summaries during the quarter, if you so choose. They are to be 2-3 pages in length and should be typed, double-spaced, in Times New Roman 11- or 12-pt font.

“MID”TERM EXAM (20%): You will take a cumulative exam in this class made up of short essays.

RESEARCH PROJECT (20%): For your research project, you will write a prospectus and annotated bibliography for a research paper on a topic of your choosing. You will NOT write the actual paper, but the process of choosing a topic and formulating a research question will be the same. An instruction sheet with due dates and how to approach this assignment is on Canvas.

REQUIRED TEXTS: There are no required texts for this class. All readings will be accessible through links in the Course Schedule and on Canvas.

CLASS POLICIES AND REMINDERS

SUPPORT: There is no shame in struggling or asking for help. Therefore, if you find yourself overwhelmed or having trouble, please come talk to me so we can problem solve together.

MISSING CLASS: If you are traveling on the day of class to a university event, or if you are sick, please let me know in advance when possible and provide proper documentation. Unexpected emergencies happen, so if this is the case, please be in touch as soon as you are able.

TURNING IN ASSIGNMENTS: All assignments will be turned in in hard copy unless otherwise noted. Your research project, for example, will be uploaded to Canvas. If you will be absent from class the day an assignment is due, you can email it to me as a Word document by the start of class.

Failure to turn in all required course assignments will result in a failure of the class.

LATE WORK AND EXTENSIONS: Late work will be docked 1/3 of a letter grade for every day it is late. An assignment is deemed late if it is not turned in at the start of class. For example, an A paper that is one day late can earn nothing higher than a A-. If turned in two days late, that paper can earn nothing higher than a B+.

All students are allowed one 2-day extension. This extension can be used for a SA or article summary. I do not need details as to why you need the extension, but I do need to know when you use it. Please let me know via email before the assignment is due so I can make note of it.

EMAILS: I check email periodically throughout the day and will always respond as quickly as I can. It is important that you check your email on a regular basis, as it is the way I will communicate with you outside of class meetings.

GRADE “SCALE”:

A: Work both you and I agree is exceptional in its grasp of the material and its precision and insight.

B: Work that satisfies the main criteria, demonstrates command of the material, but does not achieve the excellence of A work.

C: Work that demonstrates a rudimentary grasp of the material and satisfies at least some of the assigned criteria reasonably well.

D: Substandard work.

F: Unacceptable or incomplete work.

TECHNOLOGY: Technology can enhance learning, but it can also interrupt and distract. Please do not browse the internet, check social media, or email during class. In addition, all phones must be turned off and put away for the duration of class. *Any use of technology that is not *directly required* by class activities could result in a full letter grade being deducted from your final grade.* If you have a situation in which you need to be available at a moment’s notice (an emergency or a potential emergency), please let me know before the start of class.

ACADEMIC INTEGRITY: The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the student’s obligation to clarify the question with the instructor before committing or attempting to commit the act. Please contact me with any questions you have about academic conduct.

ACCESSIBILITY: The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center in 164 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu.

EQUITY AND INCLUSION: The University of Oregon is a place where people from different cultures and experiences learn together; understanding and respecting these differences are critical for the university to be a place of open-minded inquiry where, in challenging the boundaries of knowledge, we include and value all members of our community. The university values our diversity and seeks to foster equity and inclusion in a welcoming, safe, and respectful community.

PROHIBITED DISCRIMINATION AND HARASSMENT REPORTING: Discrimination and harassment of any kind will not be tolerated. Students experiencing any form of prohibited discrimination or harassment, including sex- or gender-based violence, may seek information on <http://safe.uoregon.edu>, <https://respect.uoregon.edu>, <https://titleix.uoregon.edu>, or <https://aaeo.uoregon.edu> or contact the non-confidential Title IX office (541-346-8136), AAEO office (541-346-3123), or Dean of Students offices (541-346-3216), or call the 24-7 hotline 541-346-SAFE for help.

I have read and understand the objectives, policies, and expectations of this course. If I have any questions regarding assignments/due dates/course readings, I will first consult the syllabus and course schedule before asking a fellow student or contacting Professor Madar.

Name

Date

HIST 455 COURSE SCHEDULE	
WHAT IS GENDER? WHAT IS POWER? WHAT IS EARLY AMERICA?	
WEEK 1 OCT. 1 & OCT. 3	<p>T: CLASS INTRODUCTION</p> <p>TH: DEFINING GENDER, POWER, AND EARLY AMERICA</p> <p><u>READING FOR THURSDAY:</u></p> <ul style="list-style-type: none"> - HIST 455 Syllabus and Course Schedule - Karin Wulf, "Vast Early America," https://www.neh.gov/article/vast-early-america - Sarah Pearsall, "Gender," in <i>The British Atlantic World, 1500-1800</i>, edited by David Armitage and Michael J. Braddick. ON CANVAS <p><u>ASSIGNMENTS FOR THURSDAY:</u></p> <ul style="list-style-type: none"> - Bring with you to class the signature page (signed) from the syllabus and any questions you might have regarding either the syllabus or the course schedule. - Take notes on all readings and come to class prepared to discuss.
GENDER AS A CATEGORY OF ANALYSIS	
WEEK 2 OCT. 8 & OCT. 10	<p>T: GENDER AS A CATEGORY OF ANALYSIS</p> <p><u>READING FOR TUESDAY:</u></p> <ul style="list-style-type: none"> - AHR Forum, "Revisiting 'Gender: A Useful Category of Historical Analysis,'" Introduction, <i>American Historical Review</i> (December 2008): 1344-1345. https://www.jstor.org/stable/30223444 - Joan Scott, "Unanswered Questions," <i>American Historical Review</i> (December 2008): 1422-1429. https://www.jstor.org/stable/30223450 <p><u>ASSIGNMENTS FOR TUESDAY:</u></p> <ul style="list-style-type: none"> - Take notes on all readings and come to class prepared to discuss. - Meet with me for research topic approval by <u>October 18</u>. <p>TH: WOMEN AND GENDER IN EARLY AMERICA</p> <p><u>READING FOR THURSDAY:</u></p> <ul style="list-style-type: none"> - Terri L. Snyder, "Refiguring Women in Early American History," <i>William and Mary Quarterly</i> (July 2012): 421-450. http://www.jstor.org/stable/10.5309/willmaryquar.69.3.0421 <p><u>ASSIGNMENTS FOR THURSDAY:</u></p> <ul style="list-style-type: none"> - Article Summary #1 due in class - Take notes on all readings and come to class prepared to discuss. - Meet with me for research topic approval by <u>October 18</u>.
DATA MINING AND THE POWER OF THE ARCHIVE	
WEEK 3 OCT. 15 & OCT. 17	<p>T: DATA MINING</p> <p><u>READING FOR TUESDAY:</u></p> <ul style="list-style-type: none"> - Sharon Block and David Newman, "What, Where, When, and Sometimes Why: Data Mining Two Decades of Women's History Abstracts," <i>Journal of Women's History</i> (Spring 2011): 81-109. https://muse.jhu.edu/article/420882/pdf <p><u>ASSIGNMENTS FOR TUESDAY:</u></p> <ul style="list-style-type: none"> - Take notes on all readings and come to class prepared to discuss. - Meet with me for research topic approval by <u>October 18</u>.

	<p>**SPECIAL EVENT** OCTOBER 15, 3:30-5:00PM, 375 MCKENZIE HALL</p> <ul style="list-style-type: none"> - “That ‘oman took delight in sellin’ slaves’: White Women and the Slave Marketplace”—a talk by Dr. Stephanie Jones-Rogers, UC Berkeley <p>TH: THE POWER OF THE ARCHIVE <u>READING FOR THURSDAY:</u></p> <ul style="list-style-type: none"> - Saidiya Hartman, “Venus in Two Acts,” <i>Small Axe</i> (June 2008): 1-14. https://muse.jhu.edu/article/241115/pdf - Marisa Fuentes, “Power and Historical Figuring: Rachael Pringle Polgreen’s Troubled Archive,” <i>Gender & History</i> (November 2010): 564-584. https://onlinelibrary.wiley.com/doi/epdf/10.1111/j.1468-0424.2010.01616.x <p><u>ASSIGNMENTS FOR THURSDAY:</u></p> <ul style="list-style-type: none"> - Article Summary #2 due in class - Meet with me for research topic approval by tomorrow!
GENDER FRONTIERS	
<p>WEEK 4 OCT. 22 & OCT. 24</p>	<p>T: GENDER FRONTIERS <u>READING FOR TUESDAY:</u></p> <ul style="list-style-type: none"> - Primary Sources on Canvas - Kathleen Brown, “Brave New Worlds: Women’s and Gender History,” <i>William and Mary Quarterly</i> (April 1993): 311-328. https://www.jstor.org/stable/2947077 - Kathleen Brown, “The Anglo-American Gender Frontier,” in <i>Negotiators of Change</i>, edited by Nancy Shoemaker. ON CANVAS <p><u>ASSIGNMENTS FOR TUESDAY:</u></p> <ul style="list-style-type: none"> - Take notes on all readings and come to class prepared to discuss. <p>TH: GENDER METAPHORS <u>READING FOR THURSDAY:</u></p> <ul style="list-style-type: none"> - Primary sources on Canvas - Nancy Shoemaker, “An Alliance between Men: Gender Metaphors in Eighteenth-Century American Indian Diplomacy East of the Mississippi,” <i>Ethnohistory</i> (Spring 1999): 239-263. https://www.jstor.org/stable/pdf/482961.pdf <p><u>ASSIGNMENTS FOR THURSDAY:</u></p> <ul style="list-style-type: none"> - SA #1 due in class - Take notes on all readings and come to class prepared to discuss.
POWER AND IDENTITY	
<p>WEEK 5 OCT. 29 & OCT. 31</p>	<p>T: POWER <u>READING FOR TUESDAY:</u></p> <ul style="list-style-type: none"> - Primary Sources on Canvas - Karen Marrero, “Women at the Crossroads: Trade, Mobility, and Power in Early French America and Detroit,” in <i>Women in Early America</i>, edited by Thomas Foster. ON CANVAS

	<p><u>ASSIGNMENTS FOR TUESDAY:</u></p> <ul style="list-style-type: none"> - Take notes on all readings and come to class prepared to discuss. - Work on final research project: finding/reading sources, formulating possible questions, etc. <p>TH: IDENTITY</p> <p><u>READING FOR THURSDAY:</u></p> <ul style="list-style-type: none"> - Kathleen M. Brown, “‘Changed . . . into the Fashion of a Man’: The Politics of Sexual Difference in a Seventeenth-Century Anglo-American Settlement,” <i>Journal of the History of Sexuality</i> (October 1995): 171-193. http://www.jstor.org/stable/3704121 - Mary Beth Norton, “Communal Definitions of Gendered Identity in Seventeenth-Century English America,” in <i>Through a Glass Darkly</i>, edited by Ronald Hoffman and Fredrik Teute. ON CANVAS <p><u>ASSIGNMENTS FOR THURSDAY:</u></p> <ul style="list-style-type: none"> - Article Summary #3 due in class - Take notes on all readings and come to class prepared to discuss.
GENDER, POWER, AND AFRICAN SLAVERY	
<p>WEEK 6 Nov. 5 & Nov. 7</p>	<p>T: AFRICAN BODIES</p> <p><u>READING FOR TUESDAY:</u></p> <ul style="list-style-type: none"> - Jennifer L. Morgan, “‘Some Could Suckle over Their Shoulder’: Male Travelers, Female Bodies, and the Gendering of Racial Ideology, 1500-1700,” <i>William and Mary Quarterly</i> (January 1997): 167-192. https://www.jstor.org/stable/2953316 - Stephanie M.H. Camp, “Early European Views of African Bodies,” in <i>Sexuality and Slavery</i>, edited by Daina Ramey Berry and Leslie M. Harris. ON CANVAS <p><u>ASSIGNMENT FOR TUESDAY:</u></p> <ul style="list-style-type: none"> - Take notes on all readings and come to class prepared to discuss. <p>TH: THE ATLANTIC SLAVE TRADE</p> <p><u>READING FOR THURSDAY:</u></p> <ul style="list-style-type: none"> - Primary Sources on Canvas - Sowande Muskateem, “‘Make Haste & Let Me See You with a Good Cargo of Negroes’: Gender, Power, and the Centrality of Violence in the Eighteenth-Century Atlantic Slave Trade,” in <i>Gender, Race, Ethnicity, and Power</i>. ON CANVAS <p><u>ASSIGNMENTS FOR THURSDAY:</u></p> <ul style="list-style-type: none"> - SA #2 due in class - Take notes on all readings and come to class prepared to discuss.
<p>WEEK 7 Nov. 12 & Nov. 14</p>	<p>T: NATIVE SLAVERY</p> <p><u>READING FOR TUESDAY</u></p> <ul style="list-style-type: none"> - Primary Sources on Canvas - Juliana Barr, “From Captives to Slaves: Commodifying Indian Women in the Borderlands,” <i>Journal of American History</i> (June 2005): 19-46. https://www.jstor.org/stable/3660524 <p><u>ASSIGNMENTS FOR TUESDAY:</u></p> <ul style="list-style-type: none"> - Research Project assignment due today - Take notes on all readings and come to class prepared to discuss.

	<p>TH: FREEDOM IN THE MIDST OF SLAVERY <u>READING FOR THURSDAY:</u></p> <ul style="list-style-type: none"> - Shauna J. Sweeney, "Market Marronage: Fugitive Women and the Internal Marketing System in Jamaica, 1781-1834," <i>William and Mary Quarterly</i> (April 2019): 197-222. ON CANVAS <p><u>ASSIGNMENTS FOR THURSDAY:</u></p> <ul style="list-style-type: none"> - Article Summary #4 due in class - Take notes on all readings and come to class prepared to discuss.
SEX AND POWER	
<p>WEEK 8 Nov. 19 & Nov. 21</p>	<p>T: BASTARDY <u>READING FOR TUESDAY:</u></p> <ul style="list-style-type: none"> - Primary Sources on Canvas - Heather Miyano Kopelson, "Sinning Property and the Legal Transformation of Abominable Sex in Early Bermuda," <i>William and Mary Quarterly</i> (July 2013): 459-496. https://www.jstor.org/stable/10.5309/willmaryquar.70.3.0459 <p><u>ASSIGNMENTS FOR TUESDAY:</u></p> <ul style="list-style-type: none"> - SA #3 due in class - Take notes on all readings and come to class prepared to discuss. <p>TH: ABORTION AND REGULATING SEX <u>READING FOR THURSDAY:</u></p> <ul style="list-style-type: none"> - Cornelia Hughes Dayton, "Taking the Trade: Abortion and Gender Relations in an Eighteenth-Century New England Village," <i>William and Mary Quarterly</i> (January 1991): 19-49. https://www.jstor.org/stable/2937996 - Jennifer M. Spear, "Colonial Intimacies: Legislating Sex in French Louisiana," <i>William and Mary Quarterly</i> (January 2003): 75-98. https://www.jstor.org/stable/3491496 <p><u>ASSIGNMENTS FOR THURSDAY:</u></p> <ul style="list-style-type: none"> - Take notes on all readings and come to class prepared to discuss. - Continue working on your final research project: finding/reading sources, formulating possible questions, etc.
FINAL PROJECT PREPARATION	
<p>WEEK 9 Nov. 26 & Nov. 28</p>	<p>T: RESEARCH DAY-NO CLASS <u>ASSIGNMENT FOR TUESDAY:</u></p> <ul style="list-style-type: none"> - It would be a good idea to get rough drafts done early. I'm always available to read drafts of both your annotations and prospectuses to make sure you're on the right track. You can send them via email and I will respond as quickly as possible. <p>TH: THANKSGIVING BREAK-NO CLASS</p>

MASCULINITY	
WEEK 10 DEC. 3 & DEC. 5	<p>T: NEW MEN’S HISTORY AND NATIVE MASCULINITY</p> <p><u>READING FOR TUESDAY:</u></p> <ul style="list-style-type: none"> - Toby L. Ditz, “The New Men’s History and the Peculiar Absence of Gendered Power: Some Remedies from Early American Gender History,” <i>Gender & History</i> (April 2004): 1-35. https://onlinelibrary.wiley.com/doi/epdf/10.1111/j.0953-5233.2004.324_1.x - Thomas A. Foster, “Deficient Husbands: Manhood, Sexual Incapacity, and Male Marital Sexuality in Seventeenth-Century New England,” <i>William and Mary Quarterly</i> (October 1999): 723-744. http://www.jstor.org/stable/2674233 <p><u>ASSIGNMENT FOR TUESDAY:</u></p> <ul style="list-style-type: none"> - Take notes on all readings and come to class prepared to discuss. <p>TH: ANGLO MASCULINITY</p> <p><u>READING FOR THURSDAY:</u></p> <ul style="list-style-type: none"> - R. Todd Romero, “‘Ranging Forrester’s’ and ‘Women-Like Men’: Physical Accomplishment, Spiritual Power, and Indian Masculinity in Early-Seventeenth-Century New England,” <i>Ethnohistory</i> (Spring 2006): 281-329. https://doi.org/10.1215/00141801-53-2-281 <p><u>ASSIGNMENTS FOR THURSDAY:</u></p> <ul style="list-style-type: none"> - Final Assessment due in class (see syllabus) - Come to class prepared to share your research question and some of your findings with your classmates.
FINALS WEEK DEC. 11	RESEARCH PROJECT DUE (UPLOADED TO CANVAS) BY 5:00PM ON WEDNESDAY, DECEMBER 11