

Gender in Nineteenth-Century America

Historian Susan Armitage writes, “Whether one is male or female is, for the most part, a biological fact. But the *roles, values, and behaviors* people assign to that fact are enormously varied across time.” Gender refers to concepts of manhood and womanhood that shape divisions of labor, family structure, social identity, rule of law, sexual mores, and political rights. Thus gender functions as a system of allocating responsibility and power. Gender is not only central to our sense of self as men or women; it also reflects our changing relationship to the larger society. Because gender differs across cultures, expresses power relations, and changes over time, the study of gender is vital to the field of history.

The United States in the nineteenth century saw dramatic change that reverberated through the lives of women and men. Industrialization, the rise of domestic sentimentalism, invasion and colonization of the West, the institution of slavery, the civil war and reconstruction, and urbanization transformed gender systems during this period. Letters, diaries, and oral histories, as well as scholarly works will provide a window on men’s and women’s lived experience. Popular literature, political cartoons, and American painting will reveal a discourse on gender that called forth American concerns about liberty and order, hierarchy and equality, individualism and community.

Required Texts:

Mark Carnes & Clyde Griffen, Eds. *Meanings for Manhood* (University of Chicago Press, 1990).
Frederick Douglass, *Narrative of the Life of Frederick Douglass, An American Slave* (New York: Viking Penguin, 1986).

Harriet Jacobs, *Incidents in the Life of a Slave Girl, Written by Herself*. Ed., Jean Fagan Yellin (Harvard University Press, 2000).

Linda Kerber & Jane Sherron DeHart, Eds. *Women’s America: Refocusing the Past* (Oxford University Press, 2004).

James McPherson, *What They Fought For, 1861-1865* (Doubleday, 1995).

Coursepack: A xeroxed collection of articles and documents, also required reading..

Course Requirements:

- 1) Regular discussion: Come to class prepared; that is, having done the reading listed on your syllabus for that day. *Good discussion depends upon your preparation.* (30%)
- 2) A debate in which you come to class prepared to argue one side of the question, with supporting evidence from both firsthand and scholarly sources. Scheduled for Oct. 27. (10%)
- 4) A short research project, 6-8 pages, using archival sources. Due November 19. (25%)
- 5) A critical review essay, 6-8 pages, on one of the books listed under “Student Book Review.” These book reviews will have a rolling deadline, from September 10 – December 8. (25%)
- 6) A 10-minute formal class presentation based on your research or your book review. (10%)

All written assignments should be typed, double-spaced, with 1-inch margins, and Times 12 font. Do proofread. Additional guidelines for these assignments will be handed out ahead of time.

COURSE OUTLINE

Aug 27 Introduction to the Course

Week 1: Native Men and Women in Early America: The Seneca

Sept 1 Anthony Wallace, "The Death and Rebirth of the Seneca," *Coursepack*, 21-48.

Sept 3 Lecture, Gender Systems in Transition: A Seneca Case Study

Week 2: Gendered Exchanges and Colonization: Indians and EuroAmericans

Sept 8 Lucy Murphy, "Autonomy and the Economic Roles of Indian Women of the Fox-Wisconsin River Region, 1763-1832," *Coursepack*, 72-89.

Michael Lansing, "Plains Indian Women and Interracial Marriage in the Upper Missouri Trade, 1804-1868," *Coursepack*, 413-33.

Sept 10 Theda Perdue, "Women, Men, and American Indian Policy: The Cherokee Response to 'Civilization,'" *Coursepack*, 90-114.

Richard Sattler, "Women's Status Among the Muscogee and Cherokee," *Coursepack*, 214-29.

Student Book Review: Susan Sleeper Smith, *Indian Women and French Men: Rethinking Cultural Encounters in the Western Great Lakes* (University of Massachusetts Press, 2001).

Week 3: Anglo Manhood and Boyhood in the Early Republic

Sept. 15 Anthony Rotundo, "Boy Culture: Middle-Class Boyhood in Nineteenth-Century America," *Meanings for Manhood*, 15-36.

Donald Yacavone, "Abolitionists and the Language of Fraternal Love," *Meanings for Manhood*, 85-95.

Sept 17 Elliot Gorn, "Gouge and Bite, Pull Hair and Scratch: The Social Significance of Fighting in the Southern Backcountry" *Coursepack*, 220-36.

Week 4: White and Black Womanhood in the Early Republic

Sept 22 Barbara Welter, "The Cult of True Womanhood," *Coursepack*, 146-60.

Carroll Smith Rosenberg, "The Female World of Love and Ritual: Relations Between Women in Nineteenth-Century America," *Women's America*, 168-82.

Student Book Review: Thomas Dublin, *Transforming Women's Work: New England Lives in the Industrial Revolution* (1994).

Sept 24 Sharon Block, "Lines of Color, Sex, and Service: Sexual Coercion in the Early Republic," *Women's America*, 135-44.

James Mohr, "Abortion in America," *Women's America*, 183-92.

Student Book Review: Victoria Bynum, *Unruly Women: The Politics of Social And Sexual Control in the Old South* (UNC, 1992).

Week 5: African-American Ideologies of Womanhood and Manhood

Sept 29 Harriet Jacobs, *Incidents in the Life of a Slave Girl* [read the whole book].

Oct 1 Frederick Douglass, *Narrative of the Life of Frederick Douglass* [whole book].

Student Book Review: Eugene Genovese, *Roll Jordan Roll: The World the Slaves Made* (New York: Random House, 1976).

Week 6: Students research. Professor Garceau at Western Historical Association Conference.

Week 7: Cherokee Men and Women at Mid-Century

Oct 13 Michael Coleman, "American Indian School Pupils as Cultural Brokers: Cherokee Girls at Brainerd Mission, 1828-29," *Coursepack*, 122-36.

Theda Perdue, "Cherokee Women and the Trail of Tears," *Coursepack*, 527-40.

Oct 15 Lecture: Cherokees, Civil War, and the Responsibilities of Men

Student Book Review: Grant Foreman, Ed., *A Traveler in Indian Territory: The Journal of Ethan Allen Hitchcock, Later Major General in the United States Army* (Cedar Rapids, Iowa: Torch Press, 1930).

Oct 17-20 Fall Break

Week 8 The Second Great Awakening and Reform: From Abolitionism to Seneca Falls

Oct 22 Film: “Not For Ourselves Alone: Elizabeth Cady Stanton and Susan Anthony,” Part I. Class meets in Barret 34.

Sarah and Angelina Grimke, “The Connection Between Religious Faith, Abolition, and Women’s Rights,” *Women’s America*, 193-97.

Week 9: Women and Men in a Democratic Republic: Questions of Nature and Power

Oct 27 Debate: Separate Spheres or Woman’s Rights?

Caroline Gilman, “The Deferential Wife” (1838) *Coursepack*, 205-07.

Stephanie McCurry, “Women’s Work: The Gender Division of Labor in Yeoman Households of South Carolina Before the Civil War,” *Women’s America*, 145-52.

Keziah Kendall, “What I Have Suffered, I Cannot Tell,” *Women’s America*, 198-99.

“Declaration of Sentiments”(1848) *Women’s America*, 214-16.

Political Cartoons on Woman Suffrage, *Coursepack*.

“Married Women’s Property Acts, New York, 1848, 1860, *Women’s America*, 217.

Oct 29 John Starrett Hughes, “The Madness of Separate Spheres: Insanity and Masculinity in Victorian Alabama,” *Meanings for Manhood*, 67-78.

Mark Carnes, “Middle-Class Men and the Solace of Fraternal Ritual,” *Meanings for Manhood*, 37-66.

Student Review: Nancy Cott, “On Men’s History and Women’s History,” *Meanings for Manhood*, 205-11.

Week 10: Civil War and Reconstruction

Nov 3 Drew Gilpin Faust, “Enemies in Our Households: Confederate Women and Slavery,” *Women’s America*, 220-32.

Tera Hunter, “Reconstruction and the Meanings of Freedom,” *Women’s America*, 235-46.

Student Book Review: Lauren Cook Burgess, *An Uncommon Soldier: The Civil War Letters of Sarah Wakeman, 153rd Regiment, NY Volunteers, 1862-64* (Oxford, 1994).

Week 10: Civil War and Reconstruction (continued)

- Nov 5 James McPherson, *What They Fought For, 1861-1865*. [read the whole book]
Ida B. Wells, "Anti-Lynching Campaign in Tennessee," *Coursepack*, 102-07.

Week 11: Gender, Race, & Class in Late Nineteenth-Century Urban, Industrial America

- Nov 10 Peter Filene, "Men and Manliness," *Coursepack*, 69-93.
Theodore Roosevelt, "The Strenuous Life," *Coursepack*, 298-300.
Mary Blewett, "Masculinity and Mobility: The Dilemma of Lancashire Weavers and Spinners in late Nineteenth-Century Fall River, Massachusetts," *Meanings for Manhood*, 164-77.
- Nov 12 Gail Bederman, "Civilization, the Decline of Middle-Class Manliness, and Ida B. Wells's Anti-Lynching Campaign, 1892-94," *Coursepack*, 207-39.
Student Book Reviews: Ida B. Wells, *Southern Horrors and Other Writings: The Anti-Lynching Campaign of Ida B. Wells, 1892-1900* (St. Martin's Press, 1997).
Kathy Peiss, *Cheap Amusements: Working Women and Leisure in Turn-of-the-Century New York* (Temple University Press, 1985).

Week 12: Race and Gender in the Late Nineteenth-Century West: Contested Terrain

- Nov 17 Rose Marie Stremlau, "Rape Narratives on the Northern Paiute Frontier: Sarah Winnemucca, Sexual Sovereignty, and Economic Autonomy," *Coursepack*, 37-60.
Joy Kasson, "American Indian Performers in Wild West Shows," *Coursepack*, 161-219.
- Nov 19 Mary Murphy, "Making Men in the West: The Coming of Age of Miles Cavanaugh and Martin Frank Dunham," *Coursepack*, 133-47.
Teddy Blue Abbott, "We Pointed Them North," *Coursepack*, selected excerpts.
Student Book Review: Kevin Mulroy, *The Seminole Freedmen: A History* (University of Oklahoma Press, 2007).
Katherine M. Osburne, *Southern Ute Women: Autonomy and Assimilation on the Reservation, 1887-1934*.

Week 13: Research Presentations

Nov 24 Student Presentations of Research

Nov 25-29: Thanksgiving Break

Week 14: Research Presentations

Dec 1 Student Presentations of Research

Dec 3 Student Presentations of Research

Week 15: Research Presentations

Dec 8 Student Presentations of Research

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