

HIST 228-01: GENDER AND SEXUALITY IN COLONIAL AMERICA AND THE EARLY REPUBLIC

PROFESSOR ANDREA CREMER

T/TH 1:20 – 2:50, OLD MAIN 010

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Office hours and location: Tuesdays, 11 a.m. – 1 p.m., or by appointment

Course Overview:

In North America from the 1600s to the 1800s the roles of men and women were constantly shaped by dynamic forces in geo-politics, social boundaries, and nascent, but coalescing ideologies. Drawing on primary sources and recent scholarship in the fields of gender and sexuality studies, this course will explore the ways in which masculinity and femininity have been defined, surveilled, and enforced in early American history.

Readings:

Barr, Juliana	<i>Peace Came in the form of a Woman</i>
Block, Sharon	<i>Rape and Sexual Power in Early America</i>
Brown, Kathleen	<i>Good Wives, Nasty Wenches, and Anxious Patriarchs</i>
Morgan, Jennifer	<i>Laboring Women</i>
Lyons, Clare	<i>Sex Among the Rabble</i>
Reis, Elizabeth	<i>Damned Women</i>

Grading and Attendance:

The quality of your grade in this course will be a direct reflection of the effort you have put forward throughout the semester. This course will not be graded on a curve and each grade is a reflection of the student's own performance on individual assignments and participation in the discussion section. Grades based on quality of work relative to the level necessary to meet course requirements may be understood as follows:

A – outstanding

B - significantly above requirements

C – meets requirements

D – does not meet requirements, but is worthy of credit

F – signifies that work was either 1) completed but not at a level of achievement that is worthy of credit or 2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an Incomplete

Your final grade derives from your performance in five areas: four written assignments and participation in our class meetings. The percentage of your grade allotted to each assignment is as follows:

Colonial Intimacies Essay (5 pp.)	20%
Republican Sensibilities Essay (5 pp.)	20%
Group Process Paper	20%
Group Presentation	20%
Attendance and participation	20%

Essays:

I'm all in favor of keeping dangerous weapons out of the hands of fools. Let's start with typewriters - Frank Lloyd Wright (1868-1959)

Writing is a powerful tool of communication and persuasion. It is the means by which historians share ideas with each other and with the public. Learning to write well is a challenging but imperative part of your liberal arts education. In this class we will discuss paths to becoming a good writer. In light of this goal, several writing assignments contribute to your overall grade in the course. Details of each assignment will be handed out in class two weeks prior to the due date. All written assignments must be turned in at the beginning of section on the due date. Papers turned in late are automatically docked one-half grade and a further half grade for each additional day late. All written assignments must be turned in in hard-copy format – I will not accept e-mailed papers, however I will offer comment on e-mailed drafts. In-class writing assignments, which will appear periodically through the semester, cannot be made up if you are absent on the class day they occur.

ESSAYS 1 & 2: The “Colonial Intimacies” and “Republican Sensibilities” essay ask you to consider the role of gender and sexuality and its change between the colonial encounters, development, and the rise of the American Republic.

“Colonial Intimacies” requires that you offer an analysis of a conflict or historical problem focused on gender and/or sexuality in North America prior to 1763. For “Republican Sensibilities” the task remains the same, only this time the analysis should focus on a topic relevant to North America from 1774 – 1820.

The third and final essay of the semester is a process essay that will be turned in by your group on Tuesday, April 26.

PRESENTATION:

Collaborative research and writing play essential roles in academia and the ‘real world.’ The ever-changing world of technology and new media also shapes the ways in which history is researched and produced. In groups of five students, you will offer a 20-minute presentation on a topic of your choosing relevant to the course themes. Creativity encouraged!

Class preparation and timely work:

The success of our class meetings revolves around the cooperation of all participants. Attendance is mandatory and will be taken at each meeting. To receive full credit for course attendance you

must participate actively in class, and for this to occur everyone must come to class having read the assigned course materials. Please bring any notes you take while reading, the assigned course readings for the day's discussion, and talking points and/or questions that you have regarding lecture topics. Inability to participate in class due to lack of preparation will be reflected in your course grade. Out of courtesy to your classmates, please arrive on time and do not pack up before the class period ends. Cell phones, pagers, iPods, etc. should be off and stowed for the duration of discussion section. Discussions require a courteous and respectful atmosphere at all times. While a history course may and should generate lively debates, any interruptions, personal attacks, inappropriate remarks, or disruptive behavior will not be tolerated. Every person's voice is of value in this class.

Contacting me:

I am delighted to be teaching your course this semester and I look forward to getting to know each of you better. Please visit me during office hours with questions or concerns about the course. If your schedule conflicts with my posted office hours, please e-mail me or speak to me following class to set up an alternate meeting time. I am happy to discuss your assignments or review papers with you; out of fairness to the class I can provide comments on only one draft per essay assignment. However, I will not review any assignment within 24 hours of the due date. Plan ahead. If you have a question about your grade you must set an appointment with me at least one day after receiving your graded paper. At the appointment I expect you to have read all the comments on your paper and to have specific questions that you wish to discuss. If you are seeking additional assistance with writing, I encourage you to visit the The MAX Center, which is open for tutoring M-F, 9 a.m.-4:30 p.m., Sun-Th, 7 -10 p.m. at Kagin Commons 1st floor.

Important academic policies:

Academic dishonesty: Please do not cheat. Per college policy, plagiarism and other forms of cheating may be reported to the appropriate disciplinary body and subject to sanction. Academic dishonesty is defined as "any act that violates the right of another student with respect to academic work or that involves misrepresentation of the student's own work." This includes "cheating on assignments or examinations, plagiarizing, inventing or falsifying research or other findings with an intent to deceive, submitting the same or substantially similar papers (or creative work) without consent of all instructors concerned, depriving another of necessary course materials, and sabotaging another's work." **Disruptive conduct and sexual harassment:** Students who engage in behavior that disrupts the learning environment for others may be subject to disciplinary action, including having their registration cancelled. Sexual harassment, defined as "unwelcome sexual advances, requests for sexual favors, and other verbal or physical contact of a sexual nature," by or towards a member of the college community is strictly prohibited.

Special needs: Students with documented disability conditions that affect their ability to participate fully in class or to meet all course requirements should contact the instructor and Disability Services, Student Disability Services is the designated office at Macalester College that maintains disability-related documents, certifies eligibility for services, and determines and provides reasonable accommodations for students with disabilities. The Disability Student Services Coordinator is located in 119 Weyerhaeuser Administration Building. The academic year hours are 8:00 am-4:30 pm. The phone number is 651.696.6220.

Spring 2011 Class Schedule

Week 1

Tuesday, January 25: Introduction, Syllabus

Thursday, January 27: Article (J-STOR) "Clio in Search of Eros: Redefining Sexualities in Early America"

Sharon Block and Kathleen M. Brown

The William and Mary Quarterly

Third Series, Vol. 60, No. 1, Sexuality in Early America (Jan., 2003), pp. 5-12

Published by: [Omohundro Institute of Early American History and Culture](#)

Article Stable URL: <http://www.jstor.org/stable/3491493>

Week 2

Tuesday, February 1: Kathleen Brown - Part I: Gender Frontiers

Thursday, February 3: Brown – Chapter 4 & 5

Week 3

Tuesday, February 8: Brown – Chapter 6 & 7

Thursday, February 10: "Legitimacies, Indian Identities, and the Law: The Politics of Sex and the Creation of History in Colonial New England"

Ann Marie Plane

Law & Social Inquiry

Vol. 23, No. 1 (Winter, 1998), pp. 55-77

Published by: [Blackwell Publishing](#) on behalf of the [American Bar Foundation](#)

Article Stable URL: <http://www.jstor.org/stable/828762>

Week 4

Tuesday, February 15: Sharon Block: Introduction and Chapter 1

Thursday, February 17: Block – Chapter 2 & 3

Week 5

Tuesday, February 22: Block – Chapter 4 & 5

Thursday, February 24: Block – Chapter 6 & Conclusion

Week 6

Tuesday, March 1: “Queering the Study of Early American Sexuality”

Anne G. Myles

The William and Mary Quarterly

Third Series, Vol. 60, No. 1, Sexuality in Early America (Jan., 2003), pp. 199-202

Published by: [Omohundro Institute of Early American History and Culture](http://www.jstor.org/stable/3491505)

Article Stable URL: <http://www.jstor.org/stable/3491505>

Handout – The Case of Thomas/Thomasine Hall

Thursday, March 3: Elizabeth Reis – Introduction & Chapter 1

Week 7

Tuesday, March 8: Reis – Chapter 2 & 3

Thursday, March 10: Reis – Chapter 4, 5, & Epilogue

Week 8

Spring Break (No Classes)

Tuesday, March 15 Jennifer Morgan: Introduction & Ch. 1

Thursday, March 17: Morgan Chapter 2 & 3

Week 9

Tuesday, March 22: Morgan – Chapter 4, 5, 6, & Epilogue

ESSAY #1 DUE AT THE BEGINNING OF CLASS

Thursday, March 24: **GROUP MEETINGS FOR PRESENTATION**

Week 10

Tuesday, March 29: Juliana Barr – Introduction, Chapter 1 & 2

Thursday, March 31: Barr – Chapter 4 & 6

Week 11

Tuesday, April 5: “An Alliance between Men: Gender Metaphors in Eighteenth-Century American Indian Diplomacy East of the Mississippi”

Nancy Shoemaker

Ethnohistory

Vol. 46, No. 2 (Spring, 1999), pp. 239-263

Published by: [Duke University Press](#)

Article Stable URL: <http://www.jstor.org/stable/482961>

Thursday, April 7 Brown – Chapter 8, 9, & 10

Week 12

Tuesday, April 12 : “Changing Conceptions of Sexuality and Romance in Eighteenth-Century America”

Ruth H. Bloch

The William and Mary Quarterly

Third Series, Vol. 60, No. 1, Sexuality in Early America (Jan., 2003), pp. 13-42

Published by: [Omohundro Institute of Early American History and Culture](#)

Article Stable URL: <http://www.jstor.org/stable/3491494>

Thursday, April 14: Clare Lyons – Introduction & Chapter 1

Week 13

Tuesday, April 19: Lyons – Chapter 2 & 3

Thursday, April 21 Lyons - Chapter 4 & 5

Week 14

Tuesday, April 26 Lyons: Chapter 6, 7, 8 & Conclusion

ESSAY #2 DUE AT THE BEGINNING OF CLASS

Thursday, April 28 GROUP PRESENTATIONS

Week 15

Last Day of Classes

Tuesday, May 3 GROUP PRESENTATIONS & COURSE EVALUATION