

Saint Louis Christian College

GHY232 Antebellum American Women: Private, Public, Political

Professor Karen Duffy
Spring 2012

Tuesdays/Thursdays
1:30 – 2:45 pm

*****PLEASE BRING A COPY OF THE SYLLABUS TO THE FIRST CLASS*****

MISSION STATEMENT

Saint Louis Christian College pursues excellence in the Word and develops servant-leaders for urban, suburban, rural, and global ministry.

COURSE DESCRIPTION

This course explores the diversity of women in antebellum America from the Jacksonian Era (1830s) thru the Civil War. The course includes the study of both northern and southern women, urban and rural: plantation mistresses, enslaved and minority women, working women, farming women, women of wealth and poverty. It will examine the private and public spheres of women, education, social roles, marital and family positions, legal rights and participation in reform movements in order to try and understand women's varied and often conflicting roles in American antebellum society, and their influence on historic changes in American society and politics in this period.

COURSE RATIONALE

The mission of the Division of General Education (under which the course falls) is to provide a breath perspective to the student's education, enabling him or her to integrate knowledge and apply the Christian perspective to concrete life situations. The General Education Division has adopted the philosophy that each student must have a broad knowledge base in accepted basic disciplines. This course provides the student with an understanding of basic principals from a humanities perspective.

COURSE OBJECTIVES*

*Course Objectives are in direct support of the General Education Divisions objectives cited below.

Primary Course Objective: As a result of this study, the student will possess a general knowledge of the development of American women's history from the Jacksonian era to the American Civil War, which will enable him or her to understand and evaluate the lasting impact it has had in regard to contemporary American culture.

As a result of this study the student should be able to:

1. Explore and analyze historic fact/myth through the interpretive discipline in the study of history.
2. Recognize and evaluate historical significance of key concepts, issues and events that women had a direct impact on regarding family and social roles, slavery, reform movements, etc.
3. State the shapes and contours of forces (political, economic, ideological, etc.) that are dynamic in a particular situation past or present and how they directly impacted and shaped the role of women in antebellum America.
4. Discriminate historical truth from myth through the medium of original source readings.
5. Compare through the study of popular/material culture, the impact social morays have on the formation of ideologies, the shaping of historical issues/events and the molding of contemporary American society.
6. Discuss and evaluate the role gender and the role of antebellum women in regards to changes in their role in domestic, social and political spheres and the impact they had on America's history.
7. Discern that society is undergoing the process of change perpetually and that the past is still at work in the present.
8. Trace the impact of religious values of women throughout America's antebellum history and its impact on the shaping of social values.
9. Secure a better understanding and appreciation of the role of antebellum women by thinking in the 'historic perspective'.
10. Compare the culture and classes of American women throughout the Antebellum Era.
11. Apply the lessons learned from past American successes and failures to present (and future) domestic relations.

GENERAL EDUCATION DIVISION OBJECTIVES

1. Given instruction in the communication skills, the student will demonstrate the ability to communicate effectively and will be able to use a variety of research and documentation techniques.
2. Upon completion of the study of humanities, the student will be able to analyze major components of culture and will be able to understand the differences between Christianity and other worldviews.
3. With the completion of college-level mathematics and science courses, the student will demonstrate an understanding of mathematical and scientific concepts from a Christian perspective.
4. Given instruction in the social and behavioral sciences, the student will be able to identify and evaluate the interrelationships among individuals and organizations.

COURSE INSTRUCTIONAL METHODS

1. The course will be structured using the required text as a focal point from which sequential assignments will be made. Background material and primary source readings will be provided through interactive lectures and classroom handouts as an aid to the comprehension and analysis of the chapters in the required text.
2. Material/popular culture examples, living historians, and media presentations will be utilized to demonstrate the changes taking place and effecting society at a particular time and to stimulate the visual sense in learning.
3. Class discussions and small group work will be implemented in order to assist in drawing relationships between lectures and reading assignments, introducing controversial issues and integrating specific topics into a cohesive historical pattern.

COURSE REQUIREMENTS

1. *Attendance* -Attendance in class for the scheduled time is required. Attendance is worth percentage points added to or taken from your **final** class average according to the following formula

<i>Absences</i>	<i>Percentage</i>
0	+2% pts
1	+1.5% pts.
2	+1% pt.
3	-0% pts.
4	-1% pts.
5	-2% pts.
6	-3% pts.
7	-4% pts.

Student with absences over 7 will be in violation of the College's 25% rule. According to the Saint Louis Christian College catalog, once a student has missed over 25% of a total course, the Academic Dean will immediately withdraw them.

If a student arrives 15 minutes late to class the student will be counted absent even if he or she is in attendance for the remainder of the class session; and, the required assignment or test for that class period will not be accepted or given resulting in a zero for the assignment/test.

2. *Textbooks* –The required texts are:

Blassingame, John W. *The Slave Community, 2 ed.*; New York: Oxford University Press, 1979.
Burr, Virginia Ingraham, ed. *The Secret Eye*; Chapel Hill: University of North Carolina Press, 1990.
Clinton, Catherine. *The Plantation Mistress*; New York: Pantheon Press, 1982.
Ginzberg, Lori. *Women in Antebellum Reform*; Wheeling, IL: Harlan Davidson, Inc., 2000.

The student is required to read the texts as set forth in the attached schedule prior to coming to class.

COURSE REQUIREMENTS (continued)

2. *Diary Analysis Paper*— The student is required to write a 9- 11 page analysis using *The Secret Eye* as the main source. The student is to analyze how the following intersect and influence each other in that source: religion, slavery, education, gender and social expectations. The student is expected to incorporate what they have learned in class concerning these factors. *The Secret Eye*, class notes and class handouts are the only sources needed to complete this analysis. *Please see course schedule for assignment due date.*

3. *Topical Analysis Paper* – The student is required to write a 5-7 page paper selecting one of the following topics covered in class and write an analysis paper. (The student may select another topic and question as long as it is *preapproved* by the professor.) First, the student is to give a brief overview of the topic in its 19th century context; and then to answer the question posed through an analysis of the historic and biblical arguments. Students are required to use at least 5 sources plus the Bible. (Two sources may be from the internet. Chose sources that are trustworthy, analytical and well documented.) *Please see course schedule for assignment due date.*

The Utopia Societies:

What does the Bible say about holiness and is separation from the world a means to obtaining holiness?

Slavery:

How does one reconcile the Old and New Testament scriptures regarding slavery and the holiness and impartiality of God?

Modesty:

How does one reconcile what the Bible says concerning modesty with its cultural interpretation that is dependent on the changing societal attitudes, gender and evolution of fashion?

The Poor Will Always Be Among You:

What should the church's role vs. society's role be in regard to the relief for the downtrodden? Is a Christian really their 'brother's keeper'?

Underground Railroad :

How does one reconcile the acts of civil disobedience (because one feels the issue is morally wrong) and the scriptures concerning obeying a government and its laws?

4. *Examinations* – The student is required to take 3 major examinations over course materials, handouts and course lectures and discussions. There will not be any make-up examinations unless due to an emergency situation outside the student's control. If a situation of an extreme emergency nature arises (i.e. death in the family, hospitalization of self or family member) that hinders the student from taking the examination on the scheduled date, the make-up examination will be a Blue-book essay examination. This make-up exam must be scheduled by contacting the instructor *prior* to the next class period or the make-up examination *will not* be allowed. The student will receive an F for the missed exam. *Please see course schedule for test dates.*

COURSE ASSESSMENT

1. *Quality of Work* - All work must be typed. Your grade will be lowered by 30% if the paper is not typed. Site reviews will not be accepted if not typed and will result in a '0' for the assignment. Grammar, spelling and punctuation will constitute at least 20% of the assignment's final grade. Remember this is a college and your work should denote this level in its quality.
2. *Late Policy* - Assignments and papers will be accepted the day they are due plus one day (not class period) before being penalized. For each day (not class period) late after that, there will be a 10% reduction in the grade. Electronic submissions are not accepted.

Saint Louis Christian College
GHY232 Antebellum American Women
Spring 2012

COURSE ASSESSMENT (continued)

3. *Course Grading* - The student's final grade will be determined according to the following formula:

Exam 1:	100 pts.
Exam 2:	100 pts.
Exam 3:	100 pts.
Diary Analysis Paper:	200 pts.
Topical Analysis Paper	<u>100 pts.</u>
Total Points	600 pts.

COURSE POLICIES

Appropriate attire (including the removal of hats) is requested.

All students are requested to hand write and sign the following honor statement on every assignment or examination: "***I pledge on my honor that I have not given or received any unauthorized assistance on this examination/assignment.***" Any cheating or plagiarism will result in a grade of 'F' or 'Zero' being given for the assignment on which it is found and possible withdrawal from the course.

Use of Laptops, IPADs, and Other Electronic Devices

You are encouraged to bring your laptop, I Pads, IPods, headphones and other electronic devices to class to use for note taking. However, using your electronic device for some purpose that is not class-related is not only inappropriate and dishonest but also distracting to students sitting nearby. If you are seen using your laptop, IPADS and other electronic devices for something unrelated to class you will be asked to close it down and possibly to not bring it to class again.

Use of Cell Phones

Phones are to be turned OFF (including vibration mode) and put out-of-sight before coming into the classroom. If I can see it or hear it, you have violated this request! *If you have an emergency phone call that you may need to receive please let the caller know ahead of time that they can reach you by calling the college at 314-837-6777.*

The instructor does not offer extra credit work.

In compliance with *Americans with Disabilities Act (ADA)*, student's that have a diagnosed learning disability and need special accommodations are asked to please make the instructor aware of the nature of the disability privately so that appropriate adaptations can be made.

The instructor reserves the right to modify this course plan by changing topics, due dates, or even assignments as long as it does not *add* to the students' workload.

PROFESSOR'S CONTACT INFORMATION

E-mail: KDuffy @slconline.edu

Office Phone: 314-837-6777 x 1521

Cell Phone: 314-691-1985

Office Location: Upstairs, #212. Please see my schedule on my office door.

Please feel free to stop in if you are in need of assistance or clarification. While I make every effort to meet with student, please realize that extenuating circumstances, speaking engagement travel or planned absences may prevent an immediate meeting. If you need an in-depth discussion, help or mentoring, an appointment is preferred or may I suggest arranging a meeting over lunch?

GHY323:

Antebellum American Women

Course Contract and Honor Code

Read the statements below. If you agree to statements, print your name, sign your name, and date it.

Return this page to Prof. Duffy no later than the 3rd class day.

1. I have read the Spring '12 SLCC syllabus for GHY 232: Antebellum American Women which is taught by Prof. Duffy.
2. I understand the contents of the syllabus and agree to abide by its' terms.
3. I understand I am bound by *Christian honor* to be honest and not to help others to be dishonest. I pledge to maintain a high level of respect and integrity as a student representing Jesus Christ and his teachings and Saint Louis Christian College. I understand I am bound by Christian honor to be honest and not to help others to be dishonest. I will not lie, cheat, plagiarize, steal or be complicit with those who do. I will encourage fellow students who commit honor offenses to acknowledge such offenses to the professor. I make this pledge in the spirit of honor and trust as demonstrated by Jesus Christ.
4. Furthermore, I understand that this serves as a contract for both the student and the professor.

Your printed name: _____

Your signature: _____ Date: _____

Professor's signature: _____ Date: _____

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COURSE SCHEDULE

- January**
- 10 Intro to Course
- 12 Rural and Urban: “*A Busy, Bustling, Industrious Population!*”
Read: *The Secret Eye*, Introduction, pgs. 1-10
- 17 Rhythms and Limits of a Woman: “*A Matter of Life and Death*”
Read: *The Secret Eye*, Introduction, pgs. 10-20
- 19 A Woman’s Domain: “*Comfortable Habitations*”
Read: *The Secret Eye*, Introduction, pgs. 20-32
- 24 A Woman’s Sphere: “*At Home*”
Read: *The Secret Eye*, Introduction, pgs. 32-42
- 26 A Woman’s Sphere: “*At Home*”
Read: *The Secret Eye*, Introduction, pgs. 42-51
- 31 Travel and Society: “*Occasions to Meet Together*”
Read: *The Secret Eye*, Introduction, pgs. 51-60
- February**
- 02 *No Class*
Read: *The Secret Eye*, Introduction, pgs. 60-67
- 07 *Test #1*
- 09 The Cult of Domesticity: “*Delicate Angels in Our Midst*”
Read: *The Plantation Mistress*, Chapter 1
Read: *The Secret Eye*, Pgs. 71-75
- 14 The Working Woman: “*She Has Stepped Out of Her Sphere*”
Read: *The Secret Eye*, Pgs. 75-92
- 16 Education: “*Young Women Educated? Whatever for?!?*”
Read: *The Plantation Mistress*, Chapter 7
- 21 Courtship and Engagement: “*Romantic Love, Indeed! But Can He Be Trusted?*”
Read: *The Plantation Mistress*, Chapter 4
Read: *The Secret Eye*, Pgs. 93-117

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23 Marriage and Motherhood: *“Dutiful and Devoted”*
Read: *The Plantation Mistress*, Chapter V
Read: *The Secret Eye*, Pgs. 118-140

28 **Test 2**

March

01 The Woman in Slavery: *“The Bible and Pro-Slavery Arguments”*
Read: *The Slave Community*, Chapters 1, 2

06 The Woman in Slavery: *“Jezebel and Mammy”*
Read: *The Slave Community*, Chapter 6
Read: *The Secret Eye*, Pgs. 140-160a

08 The Women in Slavery: *“It’s Twice as Hard on Women”*
Read: *The Slave Community*, Chapters 3
Read: *The Slave Community*, Pgs. 327-331

13 The Women in Slavery: *“The Invisible Ties that Bind”*
Read: *The Slave Community*, Chapter 4
Read: *The Secret Eye*, Pgs. 160b-171

15 The Women in Slavery: *“Realities and Risks”*
Read: *The Slave Community*, Chapters 5, 7, 8

20 **No Class**

22 **No Class**

27 The Plantation Mistress: *“The View from the Big House”*
Read: *The Plantation Mistress*, Chapters 2, 8, 9

29 **No Class**

April

03 *Diary Analysis Paper Due*
The Plantation Mistress: *“Slavery’s Blessings, Slavery’s Curses”*
Read: *The Plantation Mistress*, Chapters 10, 11, 12

05 **No Class**

10 **Test #3**

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April

- 12 The Quest for Utopia: “*Building the Kingdom of Heaven on Earth?*”
Read: *Women in Antebellum Reform*, Chapter 1
- 17 The Poor and Insane: “*My Brother’s Keeper*”
Read: *Women in Antebellum Reform*, Chapters 1 & 2
Read: *Women in Antebellum Reform*, Chapter 3, pages 48-51
- 19 Antislavery Movement: “*Colonization, Conductors, and the Church*”
Read: *Women in Antebellum Reform*, Chapter 4
- 24 The Devil’s Drink and Temperance: “*Make Way for the Cold Water Army!*”
Read: *Women in Antebellum Reform*, Chapter 3, pgs. 33-44
- 26 Women’s Rights: “*In the Eyes of the Law*”
Read: *Women in Antebellum Reform*, Chapter 5

May

- 03 *Topical Analysis Paper Due*