

History 326: Women in American History

Document Assignment Women & Nineteenth-century Reform Movements

For this assignment, you will need to select one of the four topics listed below, selected from “Women and Social Movements in the United States, 1600-2000,” a site that the university subscribes to. For each topic you will be required to read a set of primary documents, which will be used to answer questions in **Part A**, that will be further refined as a paper in **Part B**. You will also need to complete an **Annotated Bibliography** of additional secondary sources that you will use in writing your final paper. Since each component of this assignment receives a separate grade, you must complete each component or you cannot pass the course (as noted in your syllabus). Also, you will lose 10 pts. per day on any component of the assignment that is handed in late (again, this is noted in your syllabus). You should note that I am limiting the number of people studying each topic to ten, so sign-up will be first come, first served after the assignment sheet is handed out:

The Nineteenth-Century Women's Dress Reform Movement

Women and Freedmen's Aid after the Civil War

Woman Suffrage in Colorado

African-American Women in the Woman's Christian Temperance Union

If you wish to discuss your conclusions with other people studying the same topic, you may, but the answers you provide must be your own, in your own words. Each group will also have at least one “topic” meeting with Dr. Myers during the semester, or more if requested by those doing a certain topic. If you have not signed up for a topic by the end of class on Friday 19 January, one will be assigned to you.

Deadlines

Select a Topic – between Friday 12 January and Friday 19 January

Annotated Bibliography – due Friday 9 February by 5:00 p.m.

Part A – due Friday 2 March by 5:00 p.m.

Part B – due Friday 20 April by 5:00 p.m.

Annotated Bibliography – due Friday 9 February

- ☞ Annotated bibliographies are intended to help you sort through your sources early on in your research, so you know if they will be useful to you or not (or just how useful they will be). It is important that you go through an article or book enough to know if it will help you, or if the title merely seems like it will be helpful. In addition, having an annotated bibliography to use while writing your paper is a great benefit. It enables you to recall more quickly where certain pieces or types of information can be found, without retracing your steps over and over again.
- ☞ For this Annotated Bibliography you will need to find **three** books from the library or OhioLink **AND three** articles from J-STOR (your textbooks do **not** count, but you may use them as additional sources if you like.).
- ☞ Annotations should be 3-6 sentences in length and should say what will be of most use to you in writing your paper. They can include items like who the audience is for the article, book, or website, what qualifications the author has, or what the stated goal is of the source. You should also note any bias that you see in the author's work.
- ☞ You can follow the formatting provided in the examples below, or utilize the links from the course webpage to learn how to format a source according to the *Chicago Manual of Style*, which is required for this course.
- ☞ Make sure you do not rewrite or rephrase information from the preface, introduction, article abstract, etc. without proper referencing as you would use in your paper (see information on footnotes and endnotes).

Examples of annotated bibliography entries:

Banta, Martha. *Imaging American Women: Idea and Ideals in Cultural History*. New York: Columbia University Press, 1989.

This book chronicles the perceptions of American women as they have been represented in advertising, painting, photography, sculpture, theatre, and writing. It thoroughly examines the progression of public ideal, individual reaction, and private response in women's images. The focus of the work is from 1876 to the end of WWI, but pieces dating from as early as 1400 are used to show artistic precedence or progress. Banta effectively examines the materials she studied in cultural terms, placing them in the larger societal context they were created in. Her explanations are clear and concise, making the analysis accessible to readers with little or no formal art history training.

Burstyn, Joan N. *Victorian Education and the Ideal of Womanhood*. London: Croom Helm, Ltd., 1980.

This book encompasses ideas of social, educational, and women's history. It deals with Victorian opposition to education for women in Britain on issues of economics, religion, science (biology and psychology), and politics. This book is of great theoretical value since it deals with issues of the equality of women that were raised in both America and Britain. The author makes effective use of both secondary and primary source material, including contemporary medical studies and parliamentary legislation.

Hogeland, Ronald W. "Coeducation of the Sexes at Oberlin College: A Study of Social Ideas in Mid-Nineteenth Century America." *Journal of Social History* 6 (1972): 160-176.

The thesis of this article emphasizes a revisionist slant on the coeducational process at Oberlin College. Hogeland places the historical events at Oberlin in the larger social context of nineteenth-century America. He argues that Oberlin was not departing from the prevailing social theories of the Cult of True Womanhood as has often been thought by historians. The author attempts to show that the decision to include women was only for the benefit of the male collegians. The article is primarily based on the extensive histories Oberlin has published of itself.

Horowitz, Helen Lefkowitz. *Campus Life: Undergraduate Cultures from the End of the Eighteenth-Century*. Chicago: University of Chicago Press, 1987.

This book explores the lives of college students through their interactions with professors and with each other. The author begins in the eighteenth century, but focuses on current college experiences. Her chapters on the nineteenth century deal at great length with both the academic and extracurricular lives of female students. She also balances the differing experiences of women at coeducational and women's colleges. The author uses numerous primary and secondary sources and puts great emphasis on the findings of surveys of college students.

Schwager, Sally. "Educating Women in America." *Signs* 12 (1987): 333-372.

This thorough article examines the literature written on women in higher education in the 1970s and 1980s. She includes what she considers to be the main periods in educational history: Republican Motherhood, female literacy, the academy experience, and teacher training. Schwager also looks at the effects of race, immigration and urbanization on women in education in the twentieth-century. The article includes information on women's colleges, but focuses on coeducational institutions. As this is an overview of secondary source writings, no primary citations are made.

Part A – due Friday 2 March

For this part of the assignment, you will need to follow the instructions provided at the “Women and Social Movements” webpage. This page is linked to your HIST 326 webpage, but you must go to the “Document Based Question” for your selected (or assigned) topic. Answers to the questions after each document should be at least **twenty-five** words long, and you should include the number of the document and the question before providing your answers. Please type your answers in 12-pt. font and double-space them, and do not use contractions when writing.

Example answers for Part A:

Political Women in the American Revolution

Document 1, Question 1: Why were the colonists opposed to the Sugar Act and the Townsend Duties?

Lines three and four of the poem discuss the colonists’ belief that the laws were passed without their knowledge, and were putting limits on their freedom as a result.

Document 1, Question 2: What did Hannah Griffitts suggest women do to protest these acts?

Since the women had no voice in politics, she says the only thing they can do is not use the products the new taxes have been placed on.

Document 2, Question 3: What specific product did the Boston women boycott?

The women, along with the merchants and other townspeople, agreed to stop using tea entirely. They noted that they were cheerful about their decision to boycott the product.

Document 2, Question 4: What were the women protesting by boycotting this product?

They are opposed not only to the new taxes on tea, but also to the American Board of Commissioners that the taxes are going to fund.

Document 2, Question 5: Why might the boycott have been an effective form of protest?

Everyone was able to take part in it if they wanted to, so it would unite the colonists. It was also a non-violent response to the taxes, instead putting economic pressure on the government.

Part B – due Friday 20 April

Guidelines:

- ☞ Your term paper itself will need to be 1800-2000 words long, give or take 100 (so 6- 8 pages).
- ☞ You must make specific reference to at least **five** of the documents for your selected topic.
- ☞ You must also incorporate relevant support material from the secondary sources you put in your annotated bibliography.
- ☞ Your paper should be typed, double-spaced, and in 12 pt. font.
- ☞ Do not use contractions or the first person in writing your paper, but do use the past tense when discussing historic people, places, or events.
- ☞ You must reference all materials properly (see next page for instructions).

Grading Criteria:

1. **Coherence of paper** – Does your paper make sense? Have you incorporated all aspects from your answers in Part A in a logical manner?
2. **Grammar/sentence structure** – Have you written in nice, complete sentences? Have you eliminated any run-on sentences? Have you proofread well (or had someone else proofread for you) to catch any typographical errors? Did you write in the past tense? Did you refrain from using contractions and the first person?
3. **Introduction & Conclusion** – Have you made an argument that is beyond a simple restatement of the assignment and conclude by saying why your topic is important to the overall understanding of Women in American History?
4. **Analysis of Sources & Relevance of information used** – Are you using a combination of primary and secondary material, and generally tried to get across ideas from different viewpoints, rather than just relying on one source for almost everything?
5. **Referencing & Use of Quotations** – Do you have sufficient references? Are they formatted properly? When using quotations, have you explained what they say in your own words and integrated them into your argument?
6. **Length** – Have you met the minimum word count without exceeding the maximum?

Reminder:

As noted in your class syllabus, students at BGSU are all required to read and abide by the Student Code of Conduct. In particular you should remember that **PLAGIARISM** is illegal and anyone found to plagiarize all or part of their papers in this course will not only receive a “zero” for their grade on the assignment, their paper will also be forwarded to the Dean of the college you are a student in. So follow the guidelines for referencing the film, your class notes, and any other materials closely. And if you have any questions about how to properly cite your sources, ask!!!

Footnotes or Endnotes:

For any piece of information or ideas you use from another source, you must provide a reference. Let me repeat that...for *any* piece of information or ideas you use from another source, you must provide a reference. In addition, you must place quotation marks around any direct wording you take from a source, even if it is only three or four words.

As a general rule, you should have at least one footnote/endnote per paragraph in your paper. You may list more than one source in the footnote/endnote to save you making too many of them, but you must have all the knowledge you have “borrowed” properly cited.

You can use either footnotes or endnotes. Your computer will automatically insert them for you. To insert a footnote/endnote, place cursor at the end of the sentence and do as follows:

- ☞ In Microsoft Word (for Windows)...pull down Insert menu.
- ☞ Choose “Footnote...” or “Reference...”
- ☞ When the small window pops up...select Footnote or Endnote (Footnote is usually the default).
- ☞ “AutoNumber” should also be selected. Click OK.
- ☞ Automatically a new “footnote” screen will come up at the bottom of your paper, set to the correct footnote number you should be on. At that point you will type in your reference information (see format on the bottom of this page). After you are finished, you can move your cursor back to the main text of your paper with your mouse. It is also good to know that you can cut, paste, and copy footnotes just as you can any other text (by highlighting the number in the paper itself and performing whichever function you need). Footnotes are normally in 10pt. font.

Format of Footnote/Endnote References:

- ☞ Put the author's first name then last name, followed by a comma, not a period.
- ☞ The title of the book comes next, in italics, followed by the publishing information in parentheses (you only need the publishing info. the first time you cite the source): and page number(s) used.
- ☞ For class notes you should have the name of the course and the date the information was given in class.
- ☞ After the first time you cite a source, you may use an abbreviated reference further on...or, if you are already familiar, you may use *Ibids.* (you may ask me about these, but they are not required...just a form of referencing shorthand that some people like to use).

If you have questions on the proper way to format a particular source, be sure to ask, but here are some examples to help you in laying out your references:

¹ History 326: Women in American History, class notes, January 26, 2006.

² Carol Berkin, *First Generations: Women in Colonial America* (New York: Hill and Wang, 1996): 29-33.

³ Class notes, January 29, 2006.

⁴ *First Generations*, 15.

OR

⁴ Berkin, 15.

⁵ Lisa Grunwald and Stephen J. Adler (eds.), *Women's Letters: America from the Revolutionary War to the Present* (New York: The Dial Press, 2005): 47.

⁶ The Nineteenth-Century Women's Dress Reform Movement (State University of New York at Binghamton, Binghamton, NY, 2002), Document 7.

⁷ Women and Freedmen's Aid after the Civil War (State University of New York at Binghamton, Binghamton, NY, 2002), Document 3.

⁸ Woman Suffrage in Colorado (State University of New York at Binghamton, Binghamton, NY, 2004), Document 6.

⁹ African-American Women in the Woman's Christian Temperance Union (State University of New York at Binghamton, Binghamton, NY, 2004), Document 2.

¹⁰ Dress Reform, Document 1.

As a final reminder, referencing is extremely important in writing your paper, so you need to follow the directions given here precisely. If you ever have even the smallest question about it, do not hesitate to ask for assistance in class, at office hours, or if nothing else, via e-mail.

At any stage of this assignment, if you are having difficulties or just want to confirm that you are doing everything acceptably, be sure to set up a time to come see me to go over things to put your mind at ease. This is a challenging assignment towards which you should put a great deal of effort, and the more better you do in the early stages, the easier it will be to write the final paper in April.