



Anonymous, "The Female Combatants," January 26, 1776.

HIST 373b: Spring 2024

Women, Gender, and the American Revolution

Hi, I'm Cate Denial, and I'll be your professor this term. Welcome to the class!
My pronouns are she/her/hers.



You can reach me at: cd denial@knox.edu

I'm available on email from 9am-8pm M-Th and 9am to 4pm Friday.

Saturdays and Sundays are my recharge days, so I will occasionally check my email, but cannot guarantee you a

quick reply on those days.



Student Hours:

My student hours are from 10.30 to 11.30am on Mondays and 2.30-3.30pm on Tuesdays in OM 305. I am delighted to meet you at other times - just email me to make an appointment! And if the stairs in Old Main are a problem, let me know and we'll meet in a first-floor space.

Student hours are time set aside **just for you**. Drop by to chat about anything you want, at any time.



Introducing myself:

To introduce myself and to give you an idea of how I teach, I've made a website for you at <http://learningincommon.org>



COVID information:

As someone with a chronic illness that can be exacerbated by Covid, I will be masking in class at all times. I will also have masks with me if you would like to have one.

It is college policy that if you have Covid, you may return to normal activities once you no longer have symptoms (sneezing, coughing, body aches etc) **and** you have gone without a fever for 24 hours without the use of fever-reducing medication. For five days after you return to normal activities, you should wear a tight-fitting mask, keep your distance from others, engage in good hygiene practices, and get tested as needed. You can get one free Covid test a week from student health. (For more details

on these policies please see Vice-President Barker's email message from March 26th.)

Should we need flexibility to respond to changing circumstances, you will always find the most up-to-date version of your reading schedule and homework on Classroom. This is where I will post Zoom links, should we need them.

If you are sick at any point during this term, please let me know (no need to specify your illness!) so that we can work together to make sure you have time to get well before catching up with class.



Ramadan

Ramadan will take place this year between the evening of March 10 and the evening of April 9. If you will be observing Ramadan and need flexibility with class work or extensions on assignments, please just ask! I will work with you to make sure you are able to fulfill your religious obligations as well as keep up with class.



What are we here to do?

This class will explore some of the ways in which people of all genders, classes, racial groups, and religious traditions experienced the American Revolution. We'll also ask a lot of questions about the ways in which American popular culture remembers this period of history.



Why study this?

Because while the American Revolution was in many ways a transformative event that changed the ways in which

free white people thought about government, justice, and individual freedom, it left a number of social and political questions untouched. It is only by asking how everyone experienced this period of great tumult that we can reckon with the breadth and depth of the Revolution's impact on both the eighteenth and the twenty-first centuries.



Here are our learning goals this term:

- Find and analyze primary sources
- Find and analyze secondary sources
- Write a historical argument using evidence



Readings:

All the readings for this class will be available as pdfs on our Classroom site. Look under "Classwork" and you'll find things organized by week.

Please bring a laptop or tablet to class with you! We'll be using them almost every class period. (If you don't have access to either, please come talk to me!)



Assessment:

Assessment in this class will be a collaborative process between you and me. We will, in conversation, we'll decide what your grades should be.

Reading responses will be due after each reading you do. These responses will be ungraded, but are required.

You have four major assignments this term.

- **Primary-Source bibliography (due Tu, 4/23)**

After you select a topic you'd like to research this term, you must identify the primary sources you need to investigate that subject. You'll create a bibliography of those sources following the rules outlined in the [Chicago Manual of Style](#).

- **Secondary-Source bibliography (due Tu 4/30)**

After you've selected the primary sources for your research, you'll put together a secondary-source bibliography of books and articles you'll read for historical context. You'll format that according to the rules outlined in the [Chicago Manual of Style](#).

- **Research Paper (due Tu 5/21)**

By May 21, you will have completed a 15-page research paper on a topic of your choosing.

- **Reflection (due during finals)**

Your final assignment will be a metacognitive reflection on your work over the term, and your growth as a historian. You and I will also meet to discuss your progress.



Need help?

If you find any aspect of this course challenging, please come talk to me. There are lots of reasons someone might experience a challenge: some people may not be familiar with the conventions of history as a discipline; some people find it hard to organize their thoughts; some

people flourish when given early feedback on how their paper is shaping up. All these things – and all the other challenges it’s possible to have – are things I can help with.

The Center for Teaching and Learning will also offer online tutoring throughout the term, including writing help. You can make an appointment by clicking on [this embedded link](#).



Accessibility:

I try to design my classes to be accessible to everyone, but there may be things I haven’t thought of. Please let me know if there’s something else that would help you succeed in class.

Remember that if you need an accommodation for a disability, you can contact Stephanie Grimes (309-341-7478 / sgrimes@knox.edu) at our Disability Support Services office. Stephanie will help us both figure out the very best approach to your learning, and I will make all the accommodations she recommends. I will keep all your information confidential.



Our classroom community:

Our social identities – such as our race/ethnicity, class, gender, sexual identity, religion, mental and physical ability, size, national origin, and citizenship status – can affect not only how we are understood, represented, and treated on campus and in society, but also the types of knowledge and learning seen as worthwhile and legitimate.

In this class, we’ll be analyzing the ways in which social identities condition what we assume, experience, and

conclude about the world. We'll look at the social identities we each possess, and the way social identities influence the work we're reading, listening to, or watching.

I have included readings, topics, films, and assignments in our course that include authors, perspectives, and critiques from diverse backgrounds. There may be things I have not thought of, however, and I always welcome your feedback on ways this course can be made more transformative.

We will spend time creating guidelines for our conversations at the beginning of term.



Helpful Warnings

I have tried to anticipate where you may need a trigger/content warning, but if you have concerns or want to check that a particular trigger has been taken into account, please let me know. (You do not need to provide details about why the thing in question is a trigger; letting me know you need a warning for X is enough.) I am happy to provide that warning so that you can interact with class material safely, and on your own terms.

We are all likely to have strong emotional reactions to class material, as much of it deals with profound injustice. We'll spend some time at the beginning of term talking about the range of things we can do when we experience that kind of reaction. I do not think of you as a brain in a jar but as a whole human being. Please have a conversation with me if you feel upset, confused, or angry.



Title IX

If you need assistance in class or help navigating school resources, you can always ask me. **You do not need to tell me why you are asking for help:** for a friend, another student, or yourself. I have also listed our campus resources below.

The following [confidential resources](#) are available to you on campus:

- [Student Counseling Services](#)

You can make an appointment with a counselor by calling (309) 341-7492 or emailing counseling@knox.edu. If you need immediate help, please go directly to counseling services at Furrow Hall, 175 West Knox St, and they will be happy to offer assistance.

- [Student Health Services](#)

You can make an appointment at Student Health Services by calling (309) 341-7559 or emailing health@knox.edu. Student Health Services also provide walk-in care at Furrow Hall, 175 West Knox St.

- [The Director of Spiritual Life](#)

Email Daniel Marlin, the director of Spiritual Life, at drmarlin@knox.edu.

- [TimelyCare](#)

TimelyCare is a free 24/7 telehealth counseling service available to all Knox College students. Click the link above to be connected.

There are also **off-campus services** that provide confidential care.

- [Western Illinois Regional Council Victim Services](#)

WIRC offers confidential counseling. In order to protect your privacy, the location of their counseling centers are only shared with people seeking help. You can gain access to counseling by calling their 24/7 hotline at (309) 837-5555.

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Employees of Knox College are considered responsible reporters for the purposes of Title IX. (This includes RAs and TAs.) This means that if I learn of an incidence of sexual abuse, assault, harassment, or discrimination, I must report it to the interim Title IX coordinator, Kari Hohn (whom you can call at (309) 341-7751 or email at cultureofrespect@knox.edu). Please bear this in mind when considering what information to share about sensitive, related subjects during class discussion.



Your security

Please remember that learning is about more words on a page, or ideas in a classroom. To learn you need to have basic security – a roof over your head, a bed to sleep in, food to eat.

If you're having trouble with any of those things, please talk to me and to the Dean of Students. Together we can work to make sure those needs are met. You can reach Deb Southern at dsouther@knox.edu or by calling 309-341-7225.

In addition, you will be emotional learners in this classroom as well as intellectual learners, quite simply because that's how every human learns. Don't leave your emotions at the door. They're important and valid and I welcome them. If you feel like you do not have emotional

stability, talk to me and the Counseling Center on campus. We'll help you find a path to feeling secure.

You can reach the counseling office at counseling@knox.edu, or by calling 309-341-7492.



The Honor System at Knox College

We commit ourselves to act with academic integrity this term – to be ethical in what we say and write, and to offer credit to others for thinking of ideas before us. I believe that everyone in my course is fundamentally honest, and I will help you learn the conventions of academic integrity, such as citing sources correctly and being clear about where our own words begin and end.

If you'd like to read more about the college's Honor Code – which was written by students just like you, and which students co-govern with faculty – you can find a copy at this link:

<https://www.knox.edu/Documents/PDFs/Academics/Honor-System.pdf>

All icons made by Freepik at <http://www.flaticon.com>.

Homework Schedule

(homework is listed on the day we will be discussing it in class)

Th 3/28	Introductions, Warm Up, and Attention
Tu 4/2	<p>Getting Oriented.</p> <p>For today's class, make a copy of the course syllabus and annotate it. To annotate is simply "to take notes."</p> <ul style="list-style-type: none">• What questions do you have in response to the policies and ideas in the syllabus?• Where are you concerned?• What makes you feel good? <p>Bring your finished annotation to class.</p> <p>Listen:</p> <p>Michael Hattem, "History and the American Revolution," Ben Franklin's World podcast, episode 307.</p> <p>If you listen to this podcast on Apple podcasts, your phone will provide you with a transcript of the episode. If you do not have an iPhone, you can access a transcript [here].</p> <p>You may want to look at the following resources as you listen to the podcast:</p> <p>National Parks Service [timeline of the American Revolution] [The art of John Trumbell] [Charles Willson Peale and the Long Room]</p> <p>Read:</p> <p>We're going to talk about the ethics of using generative AI today (things like Chat GPT), and so I'd like you to read the following short news articles:</p>

	<ul style="list-style-type: none"> • Niamh Rowe, "It's Destroyed Me Completely," <i>The Guardian</i> • Vishwam Sankaran, "Chat GPT Centers are Consuming a Staggering Amount of Water," <i>The Independent</i> • Macharia Waruingi, "ChatGPT not fully accessible.," <i>LinkedIn</i> • Laurie Henneborn, "Designing Generative AI for People with Disabilities," <i>Harvard Business Review</i> • Matt Burgess, "ChatGPT has a big privacy problem," <i>Wired</i>
Th 4/4	<p>Origins. Read:</p> <ul style="list-style-type: none"> • John Locke, chapters two and seven of [Second Treatise of Government]. • Jean Jacques Rousseau, pages 1-17 of [The Social Contract] • The preamble to the U.S. Constitution: "We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America."
Tu 4/9	<p>And for women? Read:</p> <p>Linda K. Kerber, "The Paradox of Women's Citizenship in the Early Republic: The Cast of Martin vs Massachusetts, 1805." (pdf on Classroom)</p> <p>Catherine J. Denial, "Primary Sources," blog, 2024.</p>
Th 4/11	<p>Finding and Citing Primary Sources.</p> <p>Class will meet in the classroom on the first floor of Seymour Library today!</p>

Tu 4/16	<p>Finding Secondary Sources.</p> <p>Class will meet in the classroom on the first floor of Seymour Library today!</p>
Th 4/18	<p>How do we research women? Read:</p> <ul style="list-style-type: none"> • Sara Collini, "The Labors of Enslaved Midwives in Revolutionary Virginia." (Classroom) • Susan Hanket Brandt, "Marketing Medicine: Apothecary Elizabeth Weed's Economic Independence During the American Revolution." (Classroom)
Tu 4/23	<p>A Deep Dive on Primary Sources.</p> <p>Your primary-source bibliography is due on Classroom today.</p> <p>Today, please bring to class three hard copies of a primary source that you'd like others to analyze with you.</p>
Th 4/25	<p>Gender and Race. Read:</p> <ul style="list-style-type: none"> • David Waldstreicher, "Women's Politics, Antislavery Politics, and Phillis Wheatley's American Revolution." (Classroom) • Roy E. Finkenbine, "Belinda's Petition: Reparations for Slavery in Revolutionary Massachusetts." (Classroom) • John Swan, "[The Slave Who Sued for Freedom.]"
Tu 4/30	<p>Your secondary source bibliography is due on Classroom today.</p> <p>No class. Use this time to work on your project!</p>
Th 5/2	<p>Independent Research Day.</p>

	No class. Use this time to work on your project.
Tu 5/7	<p>In-class workshop.</p> <p>Today we'll begin the first of several in-class workshops.</p> <p>These are serious working sessions. You should bring to class whatever you need to work on: primary sources to analyze; secondary sources to read; drafts to continue writing.</p> <p>I will be available for one-on-one consultations at each workshop, and will look at your outlines and drafts and provide feedback at each step of the way.</p>
Th 5/9	In-class workshop
Tu 5/14	No class
Th 5/16	In-class workshop
Tu 5/21	In-class workshop
Th 5/23	Paper due
Tu 5/28	Reflection workshop
Th 5/30	Reflection conversations