Course Description
The course provides a historical survey of the experiences of women in the U.S. South from the colonial period to the present. Students will examine the various demographic and cultural factors that determined gender identities, roles, and relations in the region.

Course Goals
Through analyzing and synthesizing a variety of sources – written, oral, and material – students will develop a heightened understanding of the ways that gender, race, and class affect the history of women in the U.S. South. The analytical paper will reflect students’ ability to interpret primary documents dealing with gender roles, identities, and relations and to place them in their historical context.

Readings
In addition to excerpts from primary documents such as diaries, letters, travel accounts, censuses, and wills (see links below), the class will read and discuss the follow texts:

- Catherine Clinton and Michele Gillespie (eds.), *The Devil’s Lane: Sex and Race and the Early South* (Oxford UP, 1997).
Links to Primary Documents

- American Life Histories: http://lcweb2.loc.gov/ammem/wpaintro/wpahome.html
- First Person Narratives of the American South: http://docsouth.unc.edu/fpn/tgm.html
- Mary Boykin Chesnut, *A Diary From Dixie*: http://docsouth.unc.edu/southlit/chesnut/menu.html
- Women in South Carolina Industries: http://pds.lib.harvard.edu/pds/view/2586356?n=1&s=4
- WPA Life Histories from South Carolina (Depression): http://lcweb2.loc.gov/wpaintro/sccat.html

Assessment

Assessment will be based on class participation in discussions (25 percent), one-page critical reviews of assigned readings (25 percent), a 25 – 30 page paper analyzing a primary document by or about a Southern woman (40 percent), and a presentation highlighting the analysis of the primary document (10 percent).

Grading scale is as follows: 90 – 100 = A; 86 – 89 = B+; 80 – 85 = B; 76 – 79 = C+; 70 – 75 = C; 0 – 69 = F.

Weekly Topics and Reading Assignments

14 January  Course Introduction; Southern Distinctiveness; First Southerners http://www.virtualjamestown.org/images/white_debry_html/jamestown.html
21 January  Martin Luther King Day Holiday
28 January  Discuss *Devil’s Lane*; read introduction, assigned chapter
4 February  European and African Legacies; Material Culture and Daily Life (Film: *Digging for Slaves* )
11 February  Discuss *Ar’N’t I A Woman?* http://xroads.virginia.edu/~HYPER/JACOBS/hjhome.htm, chapter X
18 February  Discuss *In Joy and in Sorrow*, ix – 124
25 February  Women and the Civil War
http://memory.loc.gov/ammem/snhtml/snhome.html; read “An Introduction to the WPA Slave Narratives” by Norman R. Yetman
http://xroads.virginia.edu/~hyper/wpa/wpahome.html, “Reading the Narratives”
http://docsouth.unc.edu/southlit/chesnut/menu.html, viii - 41

3 March  Spring Break at College of Charleston
10 March  Discuss In Joy and in Sorrow, 125 - 259
17 March  Race and Gender in Post-bellum South;
          http://pds.lib.harvard.edu/pds/view/2586356?n=1&s=4, 1 - 16
24 March  Depression and War
          http://lcweb2.loc.gov/wpaintro/sccat.html; choose any two “Life Histories” from SC
31 March  Discuss Downhome; read introduction, assigned story

7 April  Civil Rights and Women’s Movements

http://www.usca.edu/aasc/clark.htm
http://www.crmvet.org/nars/robinson.htm
http://www.the-declaration.com/1999/12_02/features/sorority.shtml
http://muse.jhu.edu/journals/meridians/v007/7.1finney.pdf

14 April  Southern Women Today; Discuss Downhome; read assigned story; Final Paper Due
21 April  Paper Presentations
23 April* Paper Presentations

* This Wednesday class is to compensate for the MLK Day holiday.