

History 309
History of Women in the United States
Reconstruction to the Present

Winter 2022
Tues/Thurs 2-3:20 pm
MCK 240C

Office hours: Tuesdays & Thursdays 12:00 pm – 1:00 pm

Professor Annelise Heinz
heinzam@uoregon.edu
(972) 883-2911
Office: MCK 355

Graduate Employees:

Pierce Bateman pbateman@uoregon.edu
Ian Halter ihalter@uoregon.edu

Office Hours: Thursdays 10 am – 12 pm

Office Hours: Fridays 2 – 4 pm

This introductory course critically analyzes gender and women’s history through the experiences of those living as (and transgressing the boundaries of) women, from the years after the Civil War to the contemporary United States. We will examine the perspectives of women from diverse backgrounds, as well as those who challenge gender categories, within the contexts of historical change in the U.S.

Integrating both historical and scholarly sources, this course is organized around three main themes and questions in women’s history: What are the intersections of race, class, gender, and sexuality? How did the economic shift from the family economy to wage earning shape gender ideologies and women’s lives? How has citizenship been gendered? The course will examine how women’s history provides a crucial perspective on broader American history, and also how and why it is a dynamic and unique area of study.

We will examine a variety of historical sources, including political writings, photographs, music, and film. In the process, you will hone your skills of communication and analysis.

What this course is designed to help you do:

- Develop a body of knowledge of women’s history with range and depth in order to enable you to make sense of current issues in historical perspective
- Make and evaluate historical interpretations based on evidence and with historical context
- Engage a diversity of viewpoints in a constructive fashion
- Demonstrate how various sources may be synthesized into a cohesive argument
- *What do you hope to take from this class?* _____
- *How will you know if you’ve achieved your goal?* _____

How can YOU succeed in this class?

Come to office hours: I strongly encourage you to visit me and your GE during office hours to discuss the class, the process of writing, or studying history in general. Research has shown the benefits of 1:1 conversation for learning; office hours also provide **credit** for contributing to the

class. I look forward to getting to know each student as an individual. **Please make sure to meet with me at least once**, preferably before mid-quarter.

- Our office hours are listed on Canvas and will be held in person or via Zoom – if you cannot make our regular office hours, **we are also available by appointment**. Office hours begin Week 2.
- Please find our office hours with the appropriate links via the calendar on Canvas. Once a week I will hold individual office-hour meetings; the other day I will host a drop-in office hour in person and on Zoom, also linked in Canvas.
- We will also have a running discussion forum on our Canvas called “Class Questions and Answers” for our entire group to ask and answer. Feel free to email me during the week as well, but allow at least 24 hours for me to respond during regular business hours.

Why should you reach out to me?

Talking with my students about our course material is a true pleasure—confused or excited about something? Wondering how what we’re learning relates to current events, career choices, or other classes you can take UO? Please be in touch! **Please also be in touch to tell me how you are doing**—are you having a tough week? Having trouble with some aspect of the course? I would like to strategize with you. Reach out EARLY if you encounter difficulty.

How can you make a paced weekly schedule that works for you?

Students consistently say that spreading out the reading so that they’re able to process the information makes a big difference in how much they get out of it and how successful they are with the assignments. This class will involve consistent work patterns that you can plan around. Leaving all the weekly work to the last minute will not be enough time or mental space to achieve the learning goals of the course. Come to office hours for individual help strategizing!

- There will be an average of 4-6 hours of work outside of class time per week. If that feels like a lot, ask for help!

Showing Up: In this class, the full learning experience doesn’t happen remotely, but instead through readings combined with in-class discussions. Please arrive promptly.

- Class attendance is essential to your success. Each week you will, according to the honor code, give yourself credit for the ways you did (or did not) complete the week’s work in a “Participation Declaration” on Canvas. This will include credit for attendance. If you need to be absent, please contact me to access relevant material. Much essential information, however, is given in class and is not always replicable. Talk with other students as well to make sure you have what you need.
- **You are responsible for all information given in class or announced via Canvas. Be sure to check your email often, and err on the side of communicating early and often.** Announcements and messages are archived in Canvas and automatically forwarded to your UO email, and can even reach you by text. Check and adjust your settings under Account > Notifications.
- Log into canvas.uoregon.edu using your DuckID to access our class. If you have questions about accessing and using Canvas, visit the Canvas support page. Canvas and Technology Support also is available by phone or live chat: Monday–Sunday | 6 a.m.–12 a.m. 541-346-4357 | livehelp.uoregon.edu

What does it mean to be part of a learning community?

Come prepared to share your ideas based on the reading and to listen and respond to others. I encourage everyone to see themselves as a co-facilitator of the discussion: keep an eye on where the discussion is going and actively participate in a respectful manner.

- Challenge yourself to speak at least once every class. If public speaking is difficult for you, make a plan to work up to it (and please meet with me!). Not only will speaking enrich your learning, it is also an essential skill to learn for life after college.
- If you are someone who speaks up more readily, after you've participated once or twice in a class discussion make sure to leave room for others to contribute; challenge yourself to make any future comments directly engaging with or responding to something another student has said.
- Please be aware of how digital technology can interfere with others' and your ability to learn: ensure cell phones are silent and put away. Please do not use any recording devices without my prior written consent. Computers demand special levels of responsibility. Come talk to me!
- **Do not record or distribute recorded materials from class without prior written permission.** What someone produces, whether prerecorded materials or group conversations, is their intellectual property.

How can you retain knowledge and learn from what you read?

In order to actually have your reading time pay off, it is important to interact with the text by taking notes, writing in the margins, and writing questions that come up. Use the reading strategies from Prof. Heinz about the textbook – and **take notes about just the essential information by following the textbook's chapter outlines.**

But what about the big picture?

After creating your outline notes, write brief answers to these questions to solidify the big-picture takeaways from each chapter.

1. What characterized this time period, in your own words?
2. Identify and prioritize a few key passages in the text that show historical changes or continuities.
3. What is the meaning and significance of highlighted moments in the chapter timelines and/or at least one primary (historical) source?

What will you need to produce in this class?

The assignments in this class will help you **make sense of history** and practice the skills of an historian, especially creating **evidence-based interpretations**. Through our small-group work, we will also build an **intellectual community**. Regular "comprehension" assignments will help you keep up with the reading and identify key points in the material. The two types of papers are: interpretive timelines and primary source analysis. All work should be turned in via Canvas. See separate instructions for more details.

- **Weekly quizzes are due by class time** the day they are listed, but they are untimed, and you may complete them at your convenience anytime during the previous week. Barring a specific need for adjustment, **the timelines and IDs are due at 11:59 pm on Friday nights** to allow for diverse scheduling needs. Apart from these quizzes, there are no exams.

What if you need an extension?

Talk to me at least 24 hours *in advance of a deadline* with questions about extensions. **When in doubt: ask!** If you foresee a major scheduling conflict, we can work together to find a solution – if at all possible, please plan ahead. If you find yourself struggling with late work that is suddenly snowballing, email me *immediately*. Without additional communication, late work will be graded down a third of a letter grade per day. Please raise any concerns right away.

I also understand that the pandemic may provide more unexpected changes than usual. The University will continue to issue more details about our situation and our syllabus and course activities may need to be adjusted after the start of the term. I will be mindful of the many effects the unfolding events related to COVID-19 may be having on you. During this unusual time, if you need accommodations for the timing or form of assignments, please communicate with me in advance and we will strive to create an alternative plan to complete required coursework.

Class Evaluation:

20% Source Analysis IDs

10% Timeline Thesis & Outline

30% Comprehension work (quizzes, collaborative annotations)

25% Final Assignment

15% Contributing to the class (see “Showing Up” above)

- Contributions can take diverse forms: through active participation in class discussions, office hours, comments on the Canvas Q&A or "hallway chats," and/or check-in surveys. Attendance is essential and is part of contributing to the class.

If you are planning to take the course P/NP (pass/no pass), you can complete an alternative reduced Final Assignment – more information will be on Canvas. (Be sure to check with your academic advisor regarding P/NP course credit.) NOTE: In order to pass the course with a reduced Final Assignment, you will need to complete all other course material at a high-quality level, with strong participation throughout, including completing a final reflection.

Extra credit is an opportunity to dig into a subject that interests you. I strongly encourage you to pursue your passion and dig into possibilities! Up to a third of a letter grade can be earned for engaging with optional scholarly readings, documentaries, and relevant news. (Credit is proportional to the scale of the project.) You can demonstrate your learning through writing that draws connections to the course content or can take other creative forms. Look at the instructions on Canvas and talk with me about your ideas in advance. Note: Only those who complete course requirements are eligible for extra credit.

What textbook will we use and how can you access it?

- Ellen DuBois and Lynn Dumenuil, eds., *Through Women's Eyes: An American History 5th edition*
Either the complete volume or Vol. 2
 - For DuckStore materials: Textbooks and ebooks may be purchased or rented in-store or online through UODuckStore.com or other online vendors
 - A hard copy of the textbook is available on reserve at the UO library
 - **If you face financial hardship and can pick up a copy:** I have a limited number of personal copies available to loan, if you are able to pick it up from the UO history department office.
Email me by the second week of class to request a copy, pending availability.

There will be an average of 60 pages of reading per week. If that feels like a lot, ask for help! Please talk with me for resources to help read efficiently and effectively.

Some readings will include disturbing material and offensive language. History demands honest examination of painful and complex legacies. However, we each carry our own experiences that may make certain material especially difficult. I am here to help create an approach to history that works for you. Please see me if you have any questions or concerns.

UO has resources for you:

If you are in crisis, please contact the Office of the Dean of Students for help navigating your options. You are not alone. Email dos@uoregon.edu or call 541-346-3216.

The University offers a number of really helpful and FREE academic resources, including writing feedback and tutoring, as well as time management strategies: <https://engage.uoregon.edu/>

The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center in 155 Oregon Hall at 541-346-1155 or uoaec@uoregon.edu.

All work must be original for this class. Students are responsible for understanding and complying with standards for academic integrity. And again, do not record or distribute recorded materials from class without prior written permission. What someone produces, whether prerecorded materials or group conversations, is their intellectual property. For more details please consult: <https://studentlife.uoregon.edu/conduct>

Below is a list of the **core reading** that will structure each week’s material.

- Treat this preliminary outline as an early overview; keep up to date with Canvas. It is a living document – anticipate changes.

Week 0: What to prepare to start the quarter on a strong foot

Tasks as listed on Canvas, designed to help you get used to the structure of each week
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Week 1: Approaches to the Histories of Women and Gender

Class 1	Collaboratively annotate the syllabus Read optional-but-encouraged resources on Canvas in the “Resources” folder
Class 2	Annotate Introduction for Students, <i>Through Women’s Eyes</i> , pp. xxiii-xxxi.

Week 2: Forging the Future after the Civil War

Class 1	Chapter 6: Reconstructing Women’s Lives North and South, 1865-1900 Comprehension work begins. (Online quiz due before class. To be continued every Tuesday.)
Class 2	Read two Chapter 6 Primary Source essays: “Ida B. Wells, ‘Race Woman’” and “The New Woman” Collaborative ID for “Ida B. Wells, “Crusade for Justice” (1970) pp. 326-329 (A primary source analysis – either collaborative or individual -- to be continued every Thursday unless otherwise specified.)

Week 3: A Transforming Nation

Class 1	Chapter 7: Women in an Expanding Nation: Consolidation of the West, Mass Immigration, and the Crisis of the 1890s
Class 2	Read Chapter 7 Primary Source essay: “Representing Native American Women in the Late Nineteenth Century”
DUE Friday: First Primary Source ID	

Week 4: Women and Reform in the Early Twentieth Century

Class 1	Chapter 8, Power and Politics: Women in the Progressive Era, 1900-1920
Class 2	Read Chapter 8 Primary Source essays: “Black Women and Progressive-Era Reform” and “Parades, Picketing, and Power: Women in Public Space” Collaborative ID for Fig. 8.1 “Girl Strikers” (1909) p. 463

Week 5: Between World Wars

Class 1	Read Chapter 8 Primary Source essays: "Uncle Sam Wants You: Women and World War I Posters" and "Modernizing Womanhood" Collaborative ID choice for Option A or B as listed on Canvas (e.g. Fig. 8.4 "Suffrage Parade down Pennsylvania Ave, DC" (1913) p. 467)
Class 2	Bring a draft of your timeline thesis and outline to class
DUE Friday: 1870-1920 Timeline Thesis & Outline	

Week 6: Times of Crisis

Class 1	Chapter 9: Change and Continuity: Women in Prosperity, Depression, and War, 1920-1945
Class 2	Read Chapter 9 Primary Source essays: "Beauty Culture between the Wars" and "Dorothea Lange Photographs Farm Women of the Great Depression" Collaborative ID choice, as listed on Canvas

Week 7: The Early Cold War

Class 1	Chapter 10: Beyond the Feminine Mystique: Women's Lives, 1945-1965
Class 2	Read Chapter 10 Primary Source essay: "Women in the Civil Rights Movement"
DUE Friday: Second Primary Source ID	

Week 8: Turning the World Upside Down

Class 1	Chapter 11: Modern Feminism and American Society, 1965-1980
Class 2	Read Chapter 11 Primary Source essay: "Women's Liberation"

Week 9: Still Making History

Class 1	Chapter 12: U.S. Women in a Global Age, 1980-Present
Class 2	Read Chapter 12 Primary Source essay: "Gender and the Military" Working toward final assignment

Week 10: Living with History Today

Class 1	Listen to an episode of a relevant podcast (specific episode TBD). Instead of a quiz for Tuesday, you will write a brief response to the podcast.
Class 2	Reflections & Synthesis work No ID or reading will be due for our last day. Part of the time will be spent workshopping whatever you are working on: final assignments, extra credit projects, etc.

Week 11: Finals Week

DUE	Final assignment due Extra credit assignments due (optional)
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Due Dates:

- Week 2: Weekly comprehension work begins
- Week 3: First primary source ID: Reading like an historian
- Week 5: 1870-1920 timeline thesis & outline due
- Week 7: Second primary source ID: Reading like an historian
- Week 11: Final Assignment due