

History 416/516
Home as an Idea & a Place
in 20th-Century U.S. Women's History

Fall 2018
Tues. and Thurs. 10:00 am-11:20 am
Gerlinger 303
Office hours: Tuesdays & Thursdays 11:45 am – 12:45 pm

Professor Annelise Heinz
heinzam@uoregon.edu
Office: MCK 323

We are bombarded with ideas and images of home and family, whether in political rhetoric or popular television. From the Victorian “cult of domesticity” to the twentieth-century “American Dream” of a white picket fence, home takes both a material form in housing and built landscapes, and ideological importance as a representation of respectability and belonging. In this seminar, we will deepen skills of historical thinking and communication through analysis of past cultural conversations, including mass media, images, and text.

This course is structured around key questions and themes, including:

- What makes a home? What has “the home” stood for? According to whom?
 - What are dominant ideals, what are exceptions and exclusions, and what are alternative visions of the home? How have individuals experienced and created home spaces and a sense of home in the U.S.? How and why have these changed or continued over time?

What this course is designed to help you do:

- Develop a body of knowledge with range and depth in order to enable you to make sense of current society in historical perspective
- Make and evaluate historical interpretations based on evidence and with historical context
- Engage a diversity of viewpoints in a civil and constructive fashion
- Demonstrate in writing and oral presentation how various sources may be synthesized into a cohesive argument
- *What do you hope to take from this class?* _____

How to succeed in this class

Office hours: I strongly encourage you to visit me during my office hours to discuss the class, the process of writing, or studying history in general. I look forward to getting to know each student as an individual. **Please make sure to see me at least once**, preferably before mid-quarter. My office hours are Tuesdays & Thursdays 11:45 am – 12:45 pm, and by appointment. Feel free to email me during the week as well, but allow 24 hours for me to respond. Many questions can best be discussed in person, so it is often best to ask during office hours.

Showing Up: Your attendance and participation every week is critical. Please arrive promptly. Each student is allowed one “freebie” absence; however, perfect attendance will enrich your experience and your preparation. **You are responsible for all information given in class.** Up to two excused absences will only be granted with advance notice or for a documented emergency and must be made up with a written reading response. (Contact me for instructions.) After the “freebie,” each unexcused absence will result in a lowered grade. If you have any questions about this policy, please see me at the beginning of the quarter.

What it means to be part of a learning community: Come prepared to share your ideas based on the reading and to listen and respond to others. This class will involve a mix of lecture and discussion. 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 feel free to meet with me!). 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 are allowed only with my written permission and demand special levels of responsibility. Come talk to me!

Prepping before class: In order to come prepared to speak with your classmates about the material, read actively and take notes. **Bring annotated copies of the assigned reading and/or your notes with you to class.**

Being prepared means coming with notes that address these three considerations for each day’s reading:

1. What was the main argument or takeaway, in your own words?
2. What is the meaning and significance of the title (where applicable)?
3. Identify and prioritize a few key passages in the text that illustrate the main takeaway.

Assignments

The assignments in this class will use **writing as a process of thinking** to build an **intellectual community**. They aim to facilitate intellectual growth, foster essential skills of collaboration, and be enjoyable as well. The two types of assignments are: a weekly reading journal with responses, and an oral history. See separate “Assignments” instructions for more details.

Talk to me at least a week in advance of a deadline with questions about extensions. Late work will be graded down a third of a letter grade per day. Please raise any concerns right away.

Most weeks you will have 2-3 academic articles to read. Readings will be posted on Canvas.

Some readings will include disturbing material and offensive language. History demands honest examination of painful and complex legacies. Please see me if you have any questions or concerns.

Class Evaluation:

- 30% Reading journals and responses
- 20% Class attendance and verbal participation
- 20% Final draft of essay
- 15% Engagement with essay process
- 10% Working draft peer commentary
- 5% Group grade for compilation and presentation (note: this grade can help but not hurt an individual's grade)

Extra credit is an opportunity to dig into a subject that interests you &/or to get credit for going to the writing center. (Have the writing center email me to confirm your visit.) Up to a third of a letter grade can be earned for engaging with optional scholarly readings and/or relevant campus lectures. Work can be written summaries that draw connections to the course content, or can take other creative forms. Talk to me first to get approval and for suggestions for possible formats.

UO has resources for you:

Excellent resources for writing help and subject support are available for all students at the Tutoring and Learning Center in the library: <https://tlc.uoregon.edu/services/>

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. For more details please consult: <https://studentlife.uoregon.edu/conduct>

Week 1: Foundations

Class 1 9/25	Read syllabus Clay Shirky, " Why I Just Asked My Students to Put Their Laptops Away ," <i>Medium</i> , September 8, 2014. Familiarize yourself with materials on Canvas in the "Resources" folder.
Class 2 9/27	Laurel Thatcher Ulrich, "The Significance of Trivia," <i>Journal of Mormon History</i> , Vol. 19, No. 1 (Spring 1993), pp. 52-66. Become familiar with the Oral History Guide from the Jewish Women's Archive in the "Oral History" folder on Canvas. Please be sure to carefully read: "Learning How to Ask Good Questions," pp. 16-18 "During the Interview," pp. 24-26 "Topic Guide: Home & Place," pp. 62-65

Week 2: Roots: Origins in the History of Domesticity

DUE Class 1	Email me your oral history subject: what is her name and relationship to you? What date will you complete your interview? Where will you meet?
Class 1 10/02	Linda Kerber, "Separate Spheres, Female Worlds, Woman's Place: The Rhetoric of Women's History," <i>The Journal of American History</i> , Vol. 75, No. 1 (Jun. 1988), pp. 9-39. Continue familiarizing yourself with the Oral History Guide from the Jewish Women's Archive in the "Oral History" folder on Canvas. Please be sure to carefully read (at least): "Topic Guide: History & World Events," pp. 79-81 "Guiding Principles," p. 83
Class 2 10/04	Ruth Schwartz Cowan, "How We Get Our Daily Bread, or the History of Domestic Technology Revealed," <i>OAH Magazine of History</i> (Winter, 1998), pp. 9-12.

Week 3: Domestic Labor in the Early 20th Century

Class 1 10/09	Margaret Marsh, "Suburban Men and Masculine Domesticity, 1870-1915," <i>American Quarterly</i> , Vol. 40, No. 2 (Jun. 1988), pp. 165-186. Christine Frederick, excerpts from <i>The New Housekeeping: Efficiency Studies in Home Management</i> (1913) (8 pages)
Class 2 10/11	Margaret D. Jacobs, "Working on the Domestic Frontier: American Indian Domestic Servants in White Women's Households in the San Francisco Bay Area, 1920-1940". <i>Frontiers: A Journal of Women Studies</i> 28 (2007), 165-199. Victoria Haskins, "Domesticating Colonizers: Domesticity, Indigenous Domestic Labor, and the Modern Settler Colonial Nation," <i>under review for publication</i> "Experiences of a 'Hired Girl': An Early Twentieth-Century Domestic Worker Speaks Out" (1912) – 2 pages

Week 4: Changes in Rural America

Class 1 10/16	By now you will have completed your oral history. Come to class with a basic biographical summary that includes a timeline of your narrator's life AND find a secondary source article relevant to the historical context of your subject's life. Email me the title and link to the article. Find articles through the databases for <i>Journal of American History</i> , <i>Journal of American Ethnic History</i> , or <i>Journal of Women's History</i> . I strongly encourage you to consult with me about possibilities; I am glad to help. Mary Hoffschwelle, "'Better Homes on Better Farms': Domestic Reform in Rural Tennessee," <i>Frontiers: A Journal of Women Studies</i> , 22:1 (2001), pp. 51-73.
------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Class 2 10/18	Devra Anne Weber, "Mexican Women on Strike in 1933: The Structure of Memory," <i>Women's America: Refocusing the Past</i> , 8th ed., vol. 2, Oxford University Press, 2016, pp. 492–502.
------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Week 5: Homeward Bound in the Postwar Era

Class 1 10/23	Elaine Tyler May, <i>Homeward Bound: American Families in the Cold War Era</i> (1998, 2008) – Intro and Chapter 1, "Containment at Home: Cold War, Warm Hearth"
Class 2 10/25	DUE: email me your reflective self-assessment of the peer response reading journals <i>Homeward Bound</i> – Chapter 8, "Hanging Together For Better or For Worse" Come prepared to divide into teams around oral history themes that resonate with your narrator's life story. (I will provide possible themes.) Also be prepared to discuss your secondary source article with your new group.

Week 6: The Politics of Built Environments

Class 1 10/30	Michelle Nickerson, "Women, Domesticity, and Postwar Conservatism," <i>OAH Magazine of History</i> , Vol. 17, No. 2, Conservatism (Jan., 2003), pp. 17-21. Phyllis Schlafly, excerpt from <i>The Positive Woman</i> in <i>Women's America</i> , pp. 610-614.
Class 2 11/01	DUE: distribute a 6-7 page working draft to your group and email a copy to me. Ta-Nehisi Coates, "The Case for Reparations," <i>The Atlantic</i> , June 2014 https://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/

Week 7: Feminist Reimaginings

Class 1 11/06	Pat Mainardi, "The Politics of Housework," <i>Redstockings</i> (1970) Dolores Hayden, "What Would a Non-sexist City Be Like? Speculations on Housing, Urban Design, and Human Work," <i>Signs</i> Vol. 5, No. 3 (Spring, 1980), pp. S170–S187.
Class 2 11/08	Anne M. Valk, "'Mother Power': The Movement for Welfare Rights in Washington, D.C., 1966-1972," <i>Journal of Women's History</i> , Volume 11, Number 4 (Winter 2000), pp. 34-58.

Week 8: *Creating Queer Homes*

Class 1 11/13	Horacio Roque Ramirez, "'That's My Place!': Negotiating Racial, Sexual, and Gender Politics in San Francisco's Gay Latino Alliance, 1975-1983," <i>Journal of the History of Sexuality</i> , (April, 2003), pp. 224-258.
Class 2 11/15	DUE: Provide 2-3 single spaced pages of commentary for two members of your group, according to directions Scott Lauria Morgensen, "Arrival at Home: Radical Faerie Configurations of Sexuality and Place," <i>GLQ: A Journal of Lesbian and Gay Studies</i> , (2009), pp. 67-96.

Week 9: Thanksgiving Holiday

DUE Class 1	IF you want my feedback, you can choose to turn in your <i>completed draft</i> to me, with a 1-2 page " <i>reader's response</i> " where you explain how you responded to your group-mates' commentary and your own self-guided revision process. Asking for my feedback is a recommended but optional step. If you request my input, you must engage with both conceptual and textual feedback in the final draft.
----------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Class 1 11/20	No class – Optional film to watch on your own: Film: "Queen of Versailles"
Class 2 11/22	Enjoy your break!

Week 10: *Bringing it Home*

Class 1 11/27	Susan Matt, "You Can't Go Home Again: Homesickness and Nostalgia in U.S. History," <i>The Journal of American History</i> , (Sep., 2007), pp. 469-497.
Class 2 11/29	Student presentations of essay topics: Your group will share your work with the rest of the class in brief oral presentations. The presentation should offer an analytical understanding of the group's oral histories. Put the oral histories in conversation with each other and with course material. You are welcome to meet with me ahead of time to discuss your presentation. Please practice in advance. Any insights that come from Q&A with the group should be incorporated into the final essay, due next week.

Week 11: *Finals Week*

12/06	Email me your reflective self-assessment of the peer response reading journals Your group document and your individual documents are due via Canvas. (See Assignment instructions for more details.)
-------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------