

History of Women in the United States, 1870-Present

Winter 2016

Global Scholars Hall (GSH) 123

Mondays & Wednesdays 2:00 to 3:20pm

Professor Jamie Mayhew Bufalino

Office: 340W McKenzie Hall

*Office hours: Mondays, 4-5pm (my office) & Wed. 3:30-4:30pm (GSH)
(& by appointment)*

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Graduate Teaching Fellows

Nichelle Frank

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Course Overview: The purpose of this course is to explore modern women's experiences in the United States using both first-hand accounts and historians' interpretations of the past. Through lecture, discussion, reading and writing, students will examine the contributions to American history made by women, particularly the impact of social movements led by women. We will analyze how gender roles have changed over time and interpret how those roles intersect with other forms of identity including national, racial, class, ethnic, political, and sexual orientations. Lastly, we will use gender as a lens through which to deconstruct power relationships in modern American culture.

Learning Objectives:

- 1) Articulate the role of gender in American history
- 2) Interpret historical content, including visual & written texts
- 3) Create a strong written argument that makes effective use of historical evidence
- 4) Apply knowledge of gender in U.S. history to future interactions outside the classroom

Required Texts:

Women's America: Refocusing the Past by Linda K. Kerber, Jane Sherron de Hart & Cornelia Hughes Dayton
Feminism Unfinished: A Short, Surprising History of the American Women's Rights Movements by Dorothy Sue Cobble, Linda Gordon, & Astrid Henry
The Bell Jar by Sylvia Plath
Additional readings on Canvas

Attendance, Participation & In-class Primary Document Analysis Exercises

Attendance in lecture is required, however, I do not intend to take valuable time out of every class to record attendance. Instead, attendance will be recorded randomly and without prior notification 5 times throughout the term. In order to strongly encourage attendance, students will receive course credit for attendance on days when it is recorded (see course assignments below). Students are encouraged to ask questions and offer comments throughout lecture. In an effort to facilitate class discussion, I will ask one or more questions per class period. On three occasions during the term, class time will be devoted entirely to group primary document analysis activities designed to stimulate discussion of historical sources. See the course website on Canvas for dates and instructions. Students will earn course credit for these assignments (as per below).

Course Assignments

Student grades will be determined on the basis of the following criteria:

Essay #1 – 20% of total grade

Essay #2 – 30% of total grade

Final Essay – 35% of total grade

Attendance & Participation in 3 In-class Primary Document Analysis Exercises – 15% of total grade

Classroom Policies

You are permitted to take notes using a computer. However, I will alter this policy if I find that either I or other students are disturbed by the improper use of computers during class. Please turn off all cell phones. Please arrive and depart the classroom on time so as not to distract others.

Incompletes, Late Assignments, and Academic Dishonesty

Incompletes will be given in rare cases such as serious illness but must be discussed with me prior to the end of the term. Late papers essays will be docked 1/3 of a letter grade for each day late. Academic dishonesty will result in disciplinary action and potential assignment/course failure. Academic dishonesty includes plagiarism of published works, including online sources, and passing off the work of another student as one's own. Essays turned in electronically will be checked for plagiarism of online sources. For guidelines, see

<http://libweb.uoregon.edu/guides/plagarism/students/>