

History of Women in the United States, 1870-Present
Spring 2018
Tuesdays & Thursdays 10-11:20pm
123 Global Scholars Hall

Professor Jamie Mayhew Bufalino

Office: 320 Hendricks Hall

Office hours: Tuesdays noon-1:30pm & 3:30-5pm & by appointment

Email: bufalino@uoregon.edu

Graduate Teaching Fellows

Gulnura Abytalieva

Office:

Office Hours:

Email: gulnuraa@uoregon.edu

Sam Ault

Office: Hendricks 350K

Office Hours: Tuesdays 12-2

Email: sault@uoregon.edu

Course Overview

The purpose of this course is to explore modern women's experiences in the United States using both first-hand accounts (primary documents) and historians' interpretations of the past (secondary documents). 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

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- Interpret historical content, including visual & written texts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

Required Texts

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

Ruby-Fruit Jungle by Rita Mae Brown

Additional readings on Canvas under “Modules” and organized by date reading assignment is due.

Student grades will be determined based on the following criteria:

Attendance – 5% of course grade

Participation in 4 In-class Document Analysis Workshops – 10% of course grade

Paper #1 – 25% of course grade

Paper #2 -- 30% of course grade

Final Paper – 30% of course grade

There may be **Extra Credit opportunities** in this class. These will involve going to an event outside of class that I recommend and writing up a response. Your response should take the form of 1 page of summary and 1 page of response drawing on the ideas from your readings and lectures. These events will be announced periodically throughout the term in class & on Canvas.

Course Policies:

- **Accommodations Policy:** If you have a disability (physical or learning, documented or undocumented) that may affect your ability to succeed in this class, please see me during the first week of class so we can make arrangements to get you the support you need.
- **Electronic etiquette:** There may be a few times I will request that you bring your phone, tablet or computer to class for an exercise. Electronic devices are permitted every day in class, however, I reserve the right to alter this policy should devices be used inappropriately and/or become a distraction in the classroom. All phones should be turned off during class unless you are an emergency contact.
- **Academic Honesty:** All work submitted for this course must be your own, produced exclusively for this course. The use of sources (ideas, quotations and/or paraphrases) must be properly documented. I will report cases of suspected plagiarism to university authorities for disciplinary action. Possible penalties for plagiarism include, but are not limited to, assignment and/or course failure. Please see me if you have any questions about your use of sources. Please refer to the University guide on plagiarism:
<http://library.uoregon.edu/guides/plagiarism/students/index.html>

- **Late Work and Incompletes:** Late work will be accepted at the discretion of the instructor and will be marked down 1/3 letter grade per 24 hours late. Assignments are turned in via Canvas. If you have difficulty with Canvas, email your paper as a pdf file to your instructor by the deadline. Then address the issue with Canvas so that you can turn the paper in as instructed for the next assignment. If you must be absent, try to turn in the assignment before the due date. If you need to turn in assignments late, please contact me as soon as you recognize there is a problem, and we can try to work out a mutually-satisfying solution. Remember that it is your responsibility to notify me and make arrangements to complete work that you miss due to an absence. Incompletes will be given in rare cases such as serious illness but must be discussed with me prior to the end of the term.
- **Critical Reading and Thinking:** This course is reading and writing intensive. You must be able to dedicate a significant portion of your homework schedule to reading critically. I suggest you take notes (comments and questions) as you read and be ready to bring those into class discussion. These notes will help you on your papers and exams. If you work hard in this course, you can expect to be rewarded with improved skills in reading, writing, and critical analysis. Students who engage deeply with this course often report gaining new, valuable insights into their lives and the world around them.
- **Attendance is mandatory.** Attendance will be taken 5 times randomly throughout the term in lecture. Habitual lateness (or leaving early) will count as being absent. If you are late or absent, you are still responsible for collecting any assignments you may have missed. **Check Canvas and e-mail frequently, as I will post some class assignments and materials there.** Please make sure that your email address on Canvas is the one you usually look at. You can change this easily on Canvas.
- **Formatting Guidelines:** All papers must be typed. When citing sources, I expect you to use MLA, APA, or Chicago citation style. Use a reasonable font and point (such as Times 12 pt.) and one-inch margins.
- **Trigger Warnings:** Material covered in this course may be triggering to some students. I will try my best to provide advanced notice before we discuss sensitive issues. However, please know that you are free to remove yourself from the room or stop reading a text if you find it harmful to you. Please contact me if you need an alternative assignment.
- **Talking about Sensitive Issues in Class:** Active, critical discussion in class will play an important role in this course. Participation in the lecture is important to the teaching/learning process and to your grade. It is not so much that we want you to speak for the sake of speaking, but that we want you to accept some responsibility for engaging and teaching others and for the energy and focus of the class. Everyone should come prepared each week having not only read the assigned materials, but also having thought carefully about them. I expect every one of you to respect other students in all of our discussions. Some of you may have some anxieties about the

specific course content; others may have concerns about discussing sensitive issues surrounding sexuality, race, economic issues, religious beliefs, etc. I have these same concerns. My goal is to create a hospitable space for you to cultivate your growing understandings without fear and to receive respect from me and from the rest of the class. Some of the issues we'll cover here are not typically talked about in an academic setting. Here are some guidelines for making our discussions reasonable, enlightening, and friendly:

- Anyone, professors and GEs included, may be embarrassed at times by some questions or discussions about aspects of, for example, sexuality. This is expected and acceptable.
- We all have our personal values about many societal issues, and these will not be the same for everyone in the class. Differences are to be acknowledged and accepted.
- Personal boundaries need to be respected. No one should feel obliged to disclose personal information about oneself.
- Confidentiality: We expect that personal opinions, values, or information shared in the class not be discussed with others outside of class in any way that identifies the student who took the risk of sharing.

In other words, let's all strive to maintain an open, congenial, and comfortable setting for our academic discussions.

On and Off-Campus Resources: If at any time in the class you need to talk to someone about the material we are covering in class, I urge you to reach out to me, one of the GEs, &/or take advantage of the following on and off campus resources:

On Campus

University Counseling and Testing Center 541- 346-3227

Student Crisis Line (eve./wknd.) 541-346-3227

Community (off-campus)

White Bird Clinic (24 hour crisis) 541-687-4000

Sexual Assault Support Crisis Line 541-343-7277

Womenspace Help Line 541-485-6513

Title IX and Students who are victims of sexual violence:

Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or a student that you know has experienced sexual assault, relationship violence, stalking, and/or sexual harassment, you are encouraged to seek help by contacting Renae DeSautel, Sexual Violence Response & Support Services Coordinator, desautel@uoregon.edu. She will keep your information confidential. In addition, the UO Ombudsperson Brett Harris (541-346-6400 or ombuds@uoregon.edu) can provide assistance. All UO faculty members, have an obligation not to reveal your name or other specific information without your permission, although faculty members do have to provide "general information" (nothing that identifies anyone) that will help us create a safer campus.

As a faculty member, I can also reassign work partners, change seating charts, and make other accommodations that survivors of sexual violence may need.

Expectations and Assignments:

- **Attendance & Participation**

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. To strongly encourage attendance, students will receive course credit for attendance on days when it is recorded (see course assessments above). You are strongly encouraged to ask questions and offer comments throughout lecture. In an effort to facilitate participation in class discussion, some time during each class meeting will be devoted discussion of course readings. Worth 1% of your course grade each.

- **In-class Document Analysis Exercises**

Four class meetings will be dedicated to workshop-style small group analysis of assigned readings. Students will earn course credit for participation in these workshops (See course calendar below for dates). **Worth a total of 10% of course grade.** These exercises are designed to help you to improve your analysis of historical documents and thereby your grades on writing assignments.

- **Analytical Papers**

There will be 3 analytical papers. Instructions are available under “Assignments” on Canvas. These papers should be formally written and follow all instructions, and they will be graded as a formal assignment.

Paper #1 due Wednesday, April 25th (week 4) @ 10pm: 25% of course grade

Paper #2 due Wednesday, May 23rd (week 8) @ 10pm: 30% of course grade

Final Paper due Tuesday, June 12th (Finals Week) @ 10pm: 30% of course grade

Please submit your papers electronically (via Canvas). This will ensure that nothing gets lost and allows your work to be examined by Vericite, a program for plagiarism detection and prevention. To submit your papers:

- Log into Canvas
- Go to your HIST 308 Canvas site
- Click on “Assignments”
- Click on the assignment you are uploading (e.g. Paper #1) and follow instructions for uploading

For schedule of readings and assignments, see below.