History 308

History of Women in the United States
Early America to Reconstruction

Sample Only

Fall 2018 Professor Pamelise Heinz
Tues. and Thurs. 2:00 pm-3:20 pm pheinz@uoregon.edu
McKenzie 240A Office: MCK 323
Office hours: Tuesdays & Thursdays 11:45 am – 12:45 pm

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This introductory course critically analyzes gender and women's history through the experiences of those born as or living as female, from colonial North America to the end of the Civil War. We will examine the perspectives of Native American, African, Mexican, and Asian American women, 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 do economies and labor patterns shape gender ideologies and women's lives? How have systems of authority 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 written analysis and oral communication.

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 civil and constructive fashion
- Demonstrate in writing and oral presentation how various sources may be synthesized into a cohesive argument
- Collaborate with others in a way that builds on and enhances the skills of each individual
- *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 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! Please email me an image of an historical woman who interests you when you have finished reading this syllabus.

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 preparatory considerations for each day's reading:**
>
> 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?

Assignments

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 reading each others' work, giving feedback, and participating in class discussions, 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 "Assignments" instructions for more details.

Sample Only

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.

Class Evaluation:
30% Historical Analysis Assignments: Timeline & Source Analysis Essays
25% Contributing to the class: attendance and active listening/sporting
25% Comprehension work (quizzes and source IDs)
20% Final Assignment

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 additional 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.

Textbook:
- Ellen DuBois and Lynn Dumenil, *Through Women's Eyes: An American History* 5th edition (Bedford/St. Martin's Press, 2019)

There will be an average of 50 pages of reading per week. Recommended additional readings are listed for those interested in further pursuing a topic and are completely optional.

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.

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

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Week 1: Approaches to the Histories of Women and Gender

Class 1 9/25	Clay Shirky, "Why I Just Asked My Students to Put Their Laptops Away," *Medium*, September 8, 2014. Read Syllabus Optional but encouraged resources are available on [illegible] the "Resources" folder.
Class 2 9/27	Introduction for Students, *Through Women's Ey[illegible]* pp. [illegible]xiii-xxxi. Elspeth Brown, "Reading the Visual Reco[illegible]" [illegible] *[illegible]king for America*, pp. 362-370. On Canvas, in "Readings."

Week 2: Women and Gender in "Early Ameri[illegible]"

Class 1 10/02	Chapter 1: America in the Wo[illegible] Comprehension work beg[illegible] (o[illegible]ine quiz due before class. To be continued every Tuesd[illegible])
Class 2 10/04	Chapter 1 Primary S[illegible]es: [illegible]ean Images of Native American Women (Primary Source ID[illegible] b[illegible]ore class via Canvas. To be continued every Thursday.)
Recommended: [illegible]zabeth [illegible], "Impossible Hermaphrodites: Intersex in America, 1620-1960." *The J[illegible] of American History*, Vol. 92, No. 2 (Sep., 2005), pp. 411-441	

Week 3: Colonial America

Class 1 10/09	Chapter 2: Colonial Worlds, 1607-1750
Class 2 10/11	Chapter 2 Primary Sources **DUE: primary source analysis: reading like a historian part I**

Week 4: Gender and Race during and after the American Revolution

Class 1 10/16	Chapter 3: Mothers and Daughters of the Revolution, 1750-1800
Class 2 10/18	Chapter 3 Primary Sources
Recommended: Jill Lepore, "The Prodigal Daughter: Personal History," *The New Yorker,* Vol. 89, No. 20 (July 2013)	

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Week 5: Women and Labor in Antebellum America

Class 1 10/23	Chapter 4: Pedestal, Loom, and Auction Block, 1800-1860
Class 2 10/25	Chapter 4 Primary Sources **DUE: colonial-era timeline**
Recommended: Susan Zaeske, "Signatures of Citizenship: Debating Women's Antislavery Petitions," *Women's America*, 213-220	

Week 6: Rethinking "What Matters"

Class 1 10/30	Laurel Thatcher Ulrich, "The Significance of Trivia," *Journal of Mormon History,* Vol. 19, No. 1 (Spring 1993), pp. 52-66. *On Canvas.*
Class 2 11/01	Chapter 4 Primary Sources Part II

Week 7: Conflict and Reform in Mid-Century

Class 1 11/06	Chapter 5: Shifting Boundaries: Expansion, Reform, and Civil War, 1840-1865
Class 2 11/08	Chapter 5 Primary Sources **DUE: primary source analysis: reading like a historian part II**

Week 8: Forging the Future after the Civil War

Class 1 11/13	Chapter 6: Reconstructing Women's Lives North and South, 1865-1900
Class 2 11/15	Chapter 6 Primary Sources

Week 9: Thanksgiving Holiday

Class 1 11/20	*No class* -- On your own: Watch *Ken Burns: The West* Episode 5: "The Grandest Enterprise Under God, 1868-1874." Available through UO Library website, Netflix, and Canvas. *Draft your final paper & bring a working draft to class on Tuesday.*
Class 2 11/22	Enjoy your break!

Sample Only

Week 10: Using a Historical Lens

Class 1 11/27	Bring a working draft of your final paper to class.
Class 2 11/29	Listen to the BackStory podcast episode on the legacy of the California Gold Rush. (53 min) How do historians draw links to today [illegible] retaining historical specificity? ***Website*** https://www.backstoryradio.org/shows/gold-rush/ Extra credit assignments due (optional)

Week 11: Finals Week

DUE 12/03	Final assignment due

Due Dates:

Week 2: Weekly comprehension work begins
Week 3: Primary source analysis: Reading Like a Historian, part I
Week 5: Colonial-era timeline due
Week 7: Primary source analysis: Reading Like a Historian, part II
Week 11: Final Assignment due

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