

History 308
History of Women in the United States
Early America to Reconstruction

Fall 2021
Asynchronous Online Course
Office hours: Tuesday/Thursday 2-3 pm via Zoom

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Office Hours:
Office Hours: Mondays 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 colonial North America to the years after the Civil War. 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 do economics 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 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. We will be available via Zoom for video chatting or for phone meetings. 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 page 1 of this syllabus and will be held via Zoom – if you cannot make our regular office hours, **we are also available by appointment**.
- Please find our office hours with the appropriate links via the calendar on Canvas. Once a week we will each hold individual office-hour meetings; the other day we will each host a drop-in office hour 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. With the online format, we aren’t tethered to meeting times and you can pace the schedule around your other commitments – but success depends on your thoughtful engagement with making that schedule for yourself. **Leaving all the weekly work to one day will not be enough time or mental space to achieve the learning goals of the course. Come to office hours for individual help strategizing!**

How can you “show up” in an online class?

Although we won’t be meeting in person, engaging with the class can still take many forms, and “showing up” in diverse ways is important, feasible, and worthwhile. I also understand that we will be experiencing many different schedules and kinds of home technology. I will ensure that essential course information is communicated via Canvas.

- **You are responsible for all information 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
- If you face Internet access challenges, reach out. To learn more about options visit UO Information Services’ web page on going remote: <https://is.uoregon.edu/remote>

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

Be prepared to share your ideas based on the reading and to listen and respond to others. Challenge yourself to determine how you will consistently participate – through collaborative annotations, by engaging with the question board, and/or speaking with your GE to go over your independent work.

- Please be aware that digital technology is both enabling our remote learning and providing other challenges, such as the tempting illusions of “multitasking” and the addictive qualities of social media. Figure out a system that works for you to ensure you are making the technology serve your needs, instead of the other way around. Ask me if you’d like information or resources!
- Please review the General Guidelines for Remote Participation at the end of this syllabus.
- **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 (on Canvas) – 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 can you expect each week?

- Every week’s module on Canvas will include a **Participation Declaration** that outlines each week’s elements. You will assign yourself points based on your completion of each element.
- Each week you will participate in ways that will accomplish these three goals in different ways each week:
 - **Mastering foundational knowledge**
 - You’ll read and annotate the textbook. Sometimes you’ll work together to organize information from the chapters.
 - **Building historical skills**
 - You’ll analyze primary (historical) sources, including images and writing. Sometimes you’ll collaboratively annotate, and other times you’ll write something independently.

- **Deepening, enriching, or expanding foundational knowledge**
 - We will engage with different materials each week that will either dive more deeply into a topic, add a theoretical understanding, or make a connection to relevant issues.

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 collaborative work on Canvas, 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.

Each week’s assignments, including quizzes, are untimed and you may complete them at your convenience anytime during the previous week.

What if you need an extension?

Talk to me *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.

How will your course grade be calculated?

30% Historical Analysis Assignments: Timeline & Source Analysis Essays

30% Comprehension work (quizzes and source IDs)

25% Final Assignment

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

- Contributions can take diverse forms: through collaborative assignments, online discussions, office hours, comments on the Canvas Q&A or "hallway chats," and/or check-in surveys.

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 Dumenil, eds., *Through Women's Eyes: An American History 5th edition*
Either the complete volume or Vol. 1
 - For DuckStore materials: Textbooks and ebooks may be purchased or rented in-store or online through UODuckStore.com
 - 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.

- **Additional elements, including short films, documentaries, collaborative work, and relevant articles, will also be in each week’s module on Canvas.**
- 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

Week 1: Approaches to the Histories of Women and Gender

Collaboratively annotate the syllabus
Read optional-but-encouraged resources on Canvas in the “Resources” folder
Annotate Introduction for Students, *Through Women’s Eyes*, pp. xxiii-xxxi.
Elspeth Brown, “Reading the Visual Record,” from *Looking for America*, pp. 362-370.

Week 2: Women and Gender in “Early America”

Chapter 1: America in the World, to 1650
Chapter 1 Primary Sources: European Images of Native American Women
Comprehension work begins: Chapter quizzes and primary source IDs

Week 3: Colonial America

Chapter 2: Colonial Worlds, 1607-1750
Chapter 2 Primary Sources: By and About Colonial Women

Week 4: Historical Fiction to Understand the Past

Toni Morrison’s *A Mercy*

Week 5: Gender and Race during and after the American Revolution

Chapter 3: Mothers and Daughters of the Revolution, 1750-1800
Chapter 3 Primary Sources: Education & Republican Motherhood

Week 6: Women and Labor in Antebellum America

Chapter 4: Pedestal, Loom, and Auction Block, 1800-1860
Chapter 4 Primary Sources: Mothering Under Slavery

Week 7: Conflict and Reform in Mid-Century

Chapter 5: Shifting Boundaries: Expansion, Reform, and Civil War, 1840-1865
Chapter 5 Primary Sources: Women on the Civil War Battlefields

Week 8: Rethinking “What Matters”

Laurel Thatcher Ulrich, “The Significance of Trivia,” *Journal of Mormon History*, Vol. 19, No. 1 (Spring 1993), pp. 52-66.

Documentary Film: “A Midwife’s Tale”

Week 9: Forging the Future after the Civil War / Thanksgiving Break

Documentary film: *Ken Burns: The West* Episode 5: “The Grandest Enterprise Under God, 1868-1874.”

Chapter 6: Reconstructing Women’s Lives North and South, 1865-1900, pp. 290-304

Week 10: Using a Historical Lens in the Present

Podcast episode, TBD

Week 11: Finals Week

Final assignment due

Extra credit assignments due (optional)

General Guidelines for Remote Class Participation

University of Oregon Teaching Engagement Program

- 1. Participate and Contribute:** Students are expected to participate by sharing ideas and contributing to the collective learning environment. This entails preparing, following instructions, and engaging respectfully and thoughtfully with others. More specific participation guidelines and criteria for contributions will be provided for each specific activity.
- 2. Use Proper Netiquette:** Please use good “net etiquette”: identify yourself with your real name, write or speak in the first person, and use a subject line that clearly relates to your contribution. It also means using humor or sarcasm carefully, remembering that non-verbal cues (such as facial expressions) are not always possible or clear in a remote context. In addition, your language should be free of profanity, appropriate for an academic context, and exhibit interest in and courtesy for others’ contributions. Certain breaches of netiquette can be considered disruptive behavior.
- 3. Interact Professionally:** Our learning environment provides an opportunity to practice being professional and rigorous in our contributions. As much as possible, use correct spelling, grammar, and style for academic and professional work. Use discussions and activities as opportunities for practicing the kind and quality of work expected for assignments. Moreover, focus on developing skills of meaningful interaction, such as mindful listening, awareness of one’s own tendencies (e.g. Do I contribute too much? Too little?), and using engagement as an opportunity to learn from others. We may establish more specific guidelines and protocols for how we interact together.
- 4. Expect and Respect Diversity:** All classes at the University of Oregon welcome and respect diverse experiences, perspectives, and approaches. What is not welcome are behaviors or contributions that undermine, demean, or marginalize others based on race, ethnicity, gender, sex, age, sexual orientation, religion, ability, or socioeconomic status. We will value differences and communicate disagreements with respect. We may establish more specific guidelines and protocols to ensure inclusion and equity for all members of our learning community.
- 5. Help Everyone Learn:** Our goal is to learn together by learning from one another. As we move forward learning during this challenging time, it is important that we work together and build on our strengths. Not everyone is savvy in remote learning, including your instructor, and this means we need to be patient with each other, identify ways we can assist others, and be open-minded to receiving help and advice from others. No one should hesitate to contact me to ask for assistance or offer suggestions that might help us learn better.

Specific guidelines for best practices using Canvas Discussion:

1. Use subject lines that clearly communicate the content of your post

2. Write clearly and concisely and be aware that humor or sarcasm often doesn't always translate in an online environment.
3. Be supportive and considerate when replying to others' posts. This means avoiding use of jargon or inappropriate language, and it means disagreeing with respect and providing clear rationale or evidence to support your different view.
4. Keep focused on the topic and reference readings and other class materials to support your points (as applicable).
5. Try to use correct spelling and grammar and proofread your submissions. After submitting, use the edit feature to make corrections and resubmit (don't create a new or duplicate post that corrects your error).
6. Contribute and interact often!