

History 309  
History of Women in the United States  
Reconstruction to the Present

Winter 2019  
Tues. and Thurs. 5:30 pm - 6:20 pm  
McKenzie 240C  
Office hours: Tuesdays & Thursdays 12:00 pm – 1:00 pm

Professor Annelise Heinz  
heinzam@uoregon.edu  
(972) 883-2911  
Office: MCK 323

Graduate Employee: Jamie Frick – jfrick2@uoregon.edu  
Office Hours: Tuesdays & Thursdays 3:30 pm – 4:30 pm in MCK 340 E

---

This introductory course critically analyzes gender and women's history through the experiences of those born as or living as female, from the years after the Civil War to the contemporary United States. 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 did the economic shift from the family economy to wage earning shape gender ideologies and women's lives? How has citizenship 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 will you know if you've achieved your goal?* \_\_\_\_\_

**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 3:45 pm – 4:45 pm, and by appointment. Feel free to email me during the week as well, but allow at least 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. Up to three excused absences will only be granted with advance notice, severe illness, 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.
- Please sign in on the attendance sheet before class begins. Please be aware that knowingly signing in when you plan to attend less than half the class is dishonest and a violation of the UO Conduct Code.
- **You are responsible for all information given in class.**

**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!). Not only will speaking enrich your learning, it is also an essential skill to learn for life after college. 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! Please upload to Canvas an image of an historical woman who interests you when you have finished reading this syllabus. (Look for the “hidden prompt in the syllabus” module on Canvas.)

**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.**

**Not sure what to take notes on? Being prepared means coming with notes that address these three 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 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.

Talk to me at least 3 days 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/speaking  
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. (Bring a purple slip from the writing center to confirm your visit or upload a photo of it to “extra credit” on Canvas.) Up to a third of a letter grade can be earned for engaging with optional scholarly readings, documentaries, and/or relevant campus lectures. Work can be written summaries that draw connections to the course content, or can take other creative forms. Look at the instructions on Canvas and talk with me about any questions.

## Textbook:

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

**In addition to the book and/or your notes on the reading, please bring to class these required materials:**

- A small stack of 3x5 or 4x6 index cards (at least 20 cards)
- A 3x3 pad of sticky notes (any color)

There will be an average of 60 pages of reading per week. 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. 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>

**Week 1: Approaches to the Histories of Women and Gender**

Class 1 1/08	Clay Shirky, " <a href="#">Why I Just Asked My Students to Put Their Laptops Away</a> ," <i>Medium</i> , September 8, 2014. Read Syllabus and Assignments Optional but encouraged resources are available on Canvas in the "Resources" folder, including "How to Take Good Notes."
Class 2 1/10	Introduction for Students, <i>Through Women's Eyes</i> , pp. xxiii-xxxi. Elspeth Brown, "Reading the Visual Record" from <i>Looking for America</i> , pp. 362-370. On Canvas, in "Readings."

**Week 2: Forging the Future after the Civil War**

Class 1 1/15	Chapter 6: Reconstructing Women's Lives North and South, 1865-1900 Comprehension work begins. (Online quiz due before class. To be continued every Tuesday.)
Class 2 1/17	Read two Chapter 6 Primary Source essays: "Ida B. Wells, 'Race Woman'" and "The New Woman" Complete an ID for "Ida B. Wells, 'Crusade for Justice'" (1970) pp. 326-329 (Primary Source ID due before class via Canvas. To be continued every Thursday unless otherwise specified.)

**Week 3: A Transforming Nation**

Class 1 1/22	Chapter 7: Women in an Expanding Nation: Consolidation of the West, Mass Immigration, and the Crisis of the 1890s
Class 2 1/24	Read Chapter 7 Primary Source essay: "Representing Native American Women in the Late Nineteenth Century" Complete an ID for Fig. 7.4 Gertrude Simmons Bonnin (1898) p. 394
<b>DUE Friday: Primary source analysis: Reading Like a Historian, part I</b>	

**Week 4: Women and Reform in the Early Twentieth Century**

Class 1 1/29	Chapter 8, Power and Politics: Women in the Progressive Era, 1900-1920
-----------------	--

Class 2 1/31	NO CLASS – <i>Use this time to draft your timeline essay</i> Read Chapter 8 Primary Source essays: “Black Women and Progressive-Era Reform” and “Parades, Picketing, and Power: Women in Public Space” Complete an ID for Fig. 8.1 “Girl Strikers” (1909) p. 463
-----------------	--

### Week 5: Between World Wars

Class 1 2/05	Chapter 8 Primary Sources Part II Read Chapter 8 Primary Source essays: “Uncle Sam Wants You: Women and World War I Posters” and “Modernizing Womanhood” <i>Follow the new model of Primary Source ID work</i>
Class 2 2/07	Bring a draft of your timeline essay to class
<b>DUE Friday: 1870-1920 timeline essay</b>	

### Week 6: Times of Crisis

Class 1 2/12	Chapter 9: Change and Continuity: Women in Prosperity, Depression, and War, 1920-1945
Class 2 2/14	Read Chapter 9 Primary Source essays: “Beauty Culture between the Wars” and “Dorothea Lange Photographs Farm Women of the Great Depression” Complete your chosen ID from either of these essays

### Week 7: The Early Cold War

Class 1 2/19	Chapter 10: Beyond the Feminine Mystique: Women’s Lives, 1945-1965
Class 2 2/21	Read Chapter 10 Primary Source essay: “Women in the Civil Rights Movement” Complete your chosen ID from this essay
<b>DUE Friday: Primary source analysis: Reading Like a Historian, part II</b>	

### Week 8: Turning the World Upside Down

Class 1 2/26	Chapter 11: Modern Feminism and American Society, 1965-1980
Class 2 2/28	Read Chapter 11 Primary Source essay: “Women’s Liberation” Complete your chosen ID from this essay

### Week 9: Still Making History

Class 1 3/05	Chapter 12: U.S. Women in a Global Age, 1980-Present
Class 2 3/07	Read Chapter 12 Primary Source essay: "Gender and the Military" Complete your chosen ID from this essay

### Week 10: Living with History Today

Class 1 3/12	Watch these recent 10-minute interviews with three different women on the Daily Show. Take note: how does women's history factor in each of these conversations? <ul style="list-style-type: none"><li>• Conservative commentator Tomi Lahren: <a href="https://youtu.be/F2xv4fba65U">https://youtu.be/F2xv4fba65U</a></li><li>• Author and feminist commentator Rebecca Traister: <a href="https://youtu.be/kAQG-8XY6N4">https://youtu.be/kAQG-8XY6N4</a></li><li>• #MeToo founder and activist Tarana Burke: <a href="https://youtu.be/F2xv4fba65U">https://youtu.be/F2xv4fba65U</a></li></ul> <b>Bring a working draft of your final paper to class.</b>
Class 2 3/14	Listen to an episode of Past Present podcast (specific episode TBD). Take note: how do these three historians use a historical lens to understand current issues?

### Week 11: Finals Week

DUE 3/18	Final assignment due Extra credit assignments due (optional)
-------------	---

#### Due Dates:

Week 2: Weekly comprehension work begins

Week 3: Primary source analysis: Reading Like a Historian, part I

Week 5: 1870-1920 timeline due

Week 7: Primary source analysis: Reading Like a Historian, part II

Week 11: Final Assignment due