

Women's and Gender Studies 303

Women and Gender in U.S. History

Spring 2018; CRN 35585

2:00-3:20 Tuesdays & Thursdays, Straub 245

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

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Course Description: This course will examine gender roles throughout U.S. history, considering how notions of femininity and masculinity were constructed within the context of social, economic, and political conditions. We will examine four distinct periods: the colonial era, the era of U.S. expansionism (1880-1917), the civil rights era (1945-1960s), & the late 20th century (1960-2000). Students will utilize gender theory to understand how power relationships were conceptualized, maintained, and challenged in each of these eras. We will consider the role of primary documents in the discipline of history and students will have the opportunity to engage in the craft of the historian by interpreting and contextualizing primary documents.

Required Texts:

1. Kathleen M. Brown, *Good Wives, Nasty Wenches, & Anxious Patriarchs: Gender, Race, and Class in Colonial Virginia*
2. Gail Bederman, *Manliness and Civilization: A Cultural History of Gender and Race in the United States, 1880-1917*
3. Danielle L. McGuire, *At the Dark End of the Street: Black Women, Rape, and Resistance – a New History of the Civil Rights Movement from Rosa Parks to the Rise of Black Power*
4. Robert O. Self, *All in the Family: The Realignment of American Democracy since the 1960s*
5. Additional readings on Canvas located under "Modules"

Goals and Learning Outcomes:

1. **Students will understand how gender roles have changed from the colonial era to the present in the United States.**
2. **Students will analyze the impact of gender on American discourses on economics, foreign policy and politics.**
3. **Students will interpret, evaluate and contextualize historical documents relating to gender in U.S. history.**
4. **Students will utilize gender as a theoretical framework to analyze power relations & historical texts.**

Course Assessments:

Attendance – 5% of course grade

Participation in Class Discussion –10% of course grade

Weekly Reflection Papers – 15% of course grade

Gender Theory Paper – 20% of course grade

Primary Document Analysis Paper – 20% of course grade

Final Paper – 30% of course grade

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:** Electronic devices are permitted in class. However, issues arise I reserve the right to alter my policy.
- **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. 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 & Incompletes:** Late work will be accepted at the discretion of your instructor and will be marked down accordingly (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 me by the assignment 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 due to any circumstance, 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.
- **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. You will be expected to contribute your ideas and questions in class discussion. 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.
- **Formatting Guidelines:** All homework and 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.
- **Talking about Sensitive Issues in Class:** Active, critical discussion in class will play an important role in this course. Participation is extremely 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 us and from the rest of the class.

Many of the issues we'll cover here are not typically talked about in an academic setting. **Specifically, please note that this course addresses historical instances of sexual and racially-motivated violence as well discrimination on the basis of gender, race, & sexual orientation.**

Here are some guidelines for making our discussions reasonable, enlightening, and friendly:

- Anyone, professors and GTFs 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: We may encounter profanity, violence, and offensive language in our required readings. If a particular topic is difficult for you, let me know as soon as possible so that we can work out an alternate reading or assignment. Further, 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 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 is 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 table groups and make other accommodations that survivors of sexual violence may need.

Expectations and Assignments:

Attendance: Attendance is mandatory. Attendance is vital to creating a dynamic learning environment. I believe that it is vital for students to play an active role in their own learning by participating in discussion of the course readings. Attendance will be recorded daily at the beginning of each class. It is your responsibility to make sure that you sign the attendance sheet each day. In order to earn credit for your class participation you need to be present in class. Frequent absences will negatively impact your participation grade.

Participation: Participation grades will be determined based on my assessment of each student's cumulative participation in small and large group discussion. Students are expected to participate daily in both large and small group discussion. Students will **not** receive full credit for participation if they do not attend class & participate regularly. (10% of course grade)

Weekly Reflection Papers: To encourage you to keep up with the reading and to facilitate your personal exploration of course concepts, you will be required to upload to Canvas a weekly analysis of ALL the assigned reading. Students will be divided into 2 groups (see below). Each student will write a 2-page, double-spaced paper on the assigned readings for each class meeting to which their group is assigned. This will occur 10 times throughout the quarter or once per week (see course calendar below). Papers will be posted via Canvas under the appropriate discussion by 12pm on the day that the material will be discussed. Group members work independently, however, students can earn 1 point of credit toward class participation for reading and responding constructively to other students' papers. Papers will not be graded but students will receive credit for the thorough completion of the assignment. **Late papers will not be accepted.** (15% of course grade)

Group 1 – Students with last names beginning with letters A-I

Group 2 – Students with last names Beginning with letters J-Z

Gender Theory Paper: Students will write a 5-page paper using course readings (Scott and Brown) to analyze historical methods of gender analysis. Complete assignment instructions are available on Canvas under "Assignments." The paper is due Wednesday, April 25, 2018 @ 10pm. This essay is worth 20% of your course grade.

Primary Document Analysis Paper: Students will participate in an in-class workshop analyzing primary documents related to course readings (Thursday, May 5). Students will then write a formal paper, 5-pages in length, analyzing a primary source and placing the document in historical context using course readings. Complete assignment instructions will be posted on Canvas under "Assignments" and will be discussed in detail at the in-class workshop. The paper is due Wednesday, May 16, 2018 @ 10pm. This essay is worth 20% of your course grade.

Final Paper: In this 5-page paper, students will revisit gender theory by revising analysis they completed in the gender theory paper and extending their interpretation to include readings from the second half of the course. Complete assignments instructions are available on Canvas under "Assignments." The final paper is due on Monday, June 11, 2018 at 10:00 PM. This essay is worth 30% of your course grade.

Please submit your papers electronically via Canvas. This 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 WGS 303 Canvas site
- Click on "Assignments"
- Click on the assignment you are uploading (e.g. Paper #1) and follow instructions for uploading from there.

There may be **Extra Credit opportunities** in this class. These will involve going to an event I recommend outside of class and writing up a response for your GTF. 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 on Canvas.

For schedule of readings and assignments, see the "Course Calendar" located under Modules.