We are bombarded with ideas and images of home and family, whether in political rhetoric or popular television. From the Victorian “cult of domesticity” to the twentieth-century “American Dream” of a white picket fence, home takes both a material form in housing and built landscapes, and ideological importance as a representation of respectability and belonging. In this seminar, we will deepen skills of historical thinking and communication through analysis of past cultural conversations, including mass media, images, and text.

This course is structured around key questions and themes, including:

- What makes a home? What has “the home” stood for? According to whom?
  - What are dominant ideals, what are exceptions and exclusions, and what are alternative visions of the home? How have individuals experienced and created home spaces and a sense of home in the U.S.? How and why have these changed or continued over time?

What this course is designed to help you do:

- Develop a body of knowledge with range and depth in order to enable you to make sense of current society 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
- 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 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!

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 considerations for each day’s reading:
1. What was the main argument or takeaway, in your own words?
2. What is the meaning and significance of the title (where applicable)?
3. Identify and prioritize a few key passages in the text that illustrate the main takeaway.

Assignments
The assignments in this class will use writing as a process of thinking to build an intellectual community. They aim to facilitate intellectual growth, foster essential skills of collaboration, and be enjoyable as well. The two types of assignments are: a weekly reading journal with responses, and an oral history. See separate “Assignments” instructions for more details.

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.

Most weeks you will have 2-3 academic articles to read. Readings will be posted on Canvas.

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.
Class Evaluation:
- 30% Reading journals and responses
- 20% Class attendance and verbal participation
- 20% Final draft of essay
- 15% Engagement with essay process
- 10% Working draft peer commentary
- 5% Group grade for compilation and presentation (note: this grade can help but not hurt an individual’s grade)

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 optional 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.

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: Foundations

<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 1</td>
<td>9/25</td>
<td>Read syllabus</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Familiarize yourself with materials on Canvas in the “Resources” folder.</td>
</tr>
</tbody>
</table>
### Week 2: Roots: Origins in the History of Domesticity

<table>
<thead>
<tr>
<th>DUE Class 1</th>
<th>Email me your oral history subject: what is her name and relationship to you? What date will you complete your interview? Where will you meet?</th>
</tr>
</thead>
</table>

### Week 3: Domestic Labor in the Early 20th Century

|-------------|----------------------------------------------------------------------------------------------------------------------------------|

### Week 4: Changes in Rural America

| Class 1 10/16 | By now you will have completed your oral history. Come to class with a basic biographical summary that includes a timeline of your narrator’s life AND find a secondary source article relevant to the historical context of your subject’s life. Email me the title and link to the article. Find articles through the databases for *Journal of American History, Journal of American Ethnic History, or Journal of Women’s History*. I strongly encourage you to consult with me about possibilities; I am glad to help. Mary Hoffschwelle, “‘Better Homes on Better Farms’: Domestic Reform in Rural Tennessee, *Frontiers: A Journal of Women Studies*, 22:1 (2001), pp. 51-73. |

### Week 5: Homeward Bound in the Postwar Era

| Class 2 | 10/25 | **DUE:** email me your reflective self-assessment of the peer response reading journals  
*Homeward Bound* – Chapter 8, “Hanging Together For Better or For Worse”  
Come prepared to divide into teams around oral history themes that resonate with your narrator’s life story. (I will provide possible themes.) Also be prepared to discuss your secondary source article with your new group. |

### Week 6: The Politics of Built Environments

Phyllis Schlafly, excerpt from *The Positive Woman* in *Women’s America*, pp. 610-614. |
| Class 2 | 11/01 | **DUE:** distribute a 6-7 page working draft to your group and email a copy to me.  
https://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/ |

### Week 7: Feminist Reimaginings

### Week 8: Creating Queer Homes

| Class 2 | 11/15 | **DUE:** Provide 2-3 single spaced pages of commentary for two members of your group, according to directions  

### Week 9: Thanksgiving Holiday

| Class 1 | If you want my feedback, you can choose to turn in your completed draft to me, with a 1-2 page “reader’s response” where you explain how you responded to your group-mates’ commentary and your own self-guided revision process. Asking for my feedback is a recommended but optional step. If you request my input, you must engage with both conceptual and textual feedback in the final draft. |

| Class 1 | 11/20 | No class – **Optional film to watch on your own:** Film: “Queen of Versailles” |
| Class 2 | 11/22 | Enjoy your break! |

### Week 10: Bringing it Home

| Class 2 | 11/29 | **Student presentations of essay topics:** Your group will share your work with the rest of the class in brief oral presentations. The presentation should offer an analytical understanding of the group’s oral histories. Put the oral histories in conversation with each other and with course material. You are welcome to meet with me ahead of time to discuss your presentation. Please practice in advance. Any insights that come from Q&A with the group should be incorporated into the final essay, due next week. |

### Week 11: Finals Week

| 12/06 | Email me your reflective self-assessment of the peer response reading journals  
Your group document and your individual documents are due via Canvas. (See Assignment instructions for more details.) |