

**Making Research Matter:
The Public Humanities, Engaged Scholarship, and the U.S. Suffrage Centennial**
Fall 2019 · CAS 391B · M 4:10-5:05 · BC 205
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Office Hours: M 3:00-4:00, TR 1:00-2:30 and by appointment

COURSE OVERVIEW

Higher education, headlines tell us, is in a state of crisis. While at first it may have seemed like only the humanistic disciplines were under siege, it's now clear that the entire project of the liberal arts is under pressure. The critiques of universities have become commonplace: too expensive, too detached, not practical or relevant enough for the fast-paced and vocation-focused 21st century. In the face of mounting challenges, how should students, faculty, and universities respond? More broadly, how can scholarly research intervene in the most pressing issues facing our communities today?

The Public Research Fellows program was founded upon the belief that the humanities, far from being a drag on the revival of university education in the face of these issues, are in fact crucial to its future. Our inaugural theme, the U.S. Suffrage Centennial, provides an apt opportunity to investigate how scholars might engage a timely topic using creative public humanities methods, reaching beyond an audience of like-minded academics to the wider world in which we live. As activists deeply committed to participation in and influencing the public, suffragists themselves offer a variety of models for public engagement, collaboration, and creative discourse. During the Fall semester, we will read a variety of nineteenth- and twentieth-century examples of suffragist work alongside texts that introduce key issues, debates, and methodologies in creating public humanities projects and publicly-engaged research. On the eve of the centennial, we will consider how scholarship can shape public stories about suffrage and its links to contemporary issues of democratic citizenship and voting rights today. As we work toward developing connections between our research projects and the public, we will continually reflect on our own relationship to our academic work and how we envision “making it matter” in ways that move beyond the individual to the public good.

COURSE OBJECTIVES

By participating in this course, students should expect to:

- gain familiarity with public humanities methods and situate them within contemporary debates about the purpose of higher education
- develop understandings of some of the major themes, forms, and rhetorical strategies of U.S. suffragist activism
- cultivate analytical and reflective skills on the research process and creative ways to connect research interests with the public sphere

You will work toward these objectives through:

- commitment to active reading
- rigorous participation in class discussion, small group work, and reflection
- informal and formal writing assignments and activities

REQUIRED TEXTS

- All readings will be available as PDFs or links on our course Moodle site

COURSE REQUIREMENTS

Attendance and Participation (30%): As a reading course, the success of the class relies upon vigorous engagement with our texts, invited speakers, and each other. Active participation requires being present, of course, but it's much more than that: it means coming to class having done the reading (or listening/watching/browsing, as the case may be), having the reading readily available (either on paper or laptop/tablet), and preparing your own questions, comments, and areas of discussion to share with the class. At the midpoint of the semester I will provide feedback on the quality of your participation (e.g. evident preparedness, active listening, quality of discussion, and commitment to the course and our cohort's collaborative exploration of suffrage and the public humanities). If you must be absent, it is your responsibility to keep up with the course readings and activities by referring to the schedule and Moodle.

Forum Responses (30%): Most weeks you will write a short (~500-word) response to our readings and the issues they raise. These responses are meant to give you an informal space to consider a text, an idea, and/or a critical debate, and explore them a bit, especially as they relate to the development of your own projects. Each week I will give you a broad question or two to consider; the only guidelines are that you do this in a thoughtful, clear way and present a new idea or perspective (in other words, these posts should not be summaries of texts or class discussion). Responses should be posted by noon before the class in which they are due. We will use these responses to inform our class discussions; therefore, I encourage you to read the posts of your classmates (you may also formulate your response as a reply to a classmate).

Brainstorming Dossier (15%): Across the term you will contribute to a brainstorming dossier that demonstrates your reflective process as it relates to your interests in the course and your research project. This dossier might contain various brainstorming exercises (clustering, lists, freewrites, etc.), images and documents you've collected, as well as brief journal entries on potential interests you have in course materials, topics, and/or related issues. You may construct your dossier digitally, analog, or some combination of the two; it will be turned in on the last day of class.

Final Reflection (25%): At the end of the semester each student will write a reflection (~1200-1500 words) on their project and its relationship to issues raised by course texts. This piece should reflect on the research process, draw connections between your project and the suffrage movement and/or the centennial, and synthesize how you plan to employ public humanities concepts, examples, and/or methods to showcase your work next semester. While the reflection may be written in a first-person, personal voice, you should use your brainstorming dossier and specific references to course texts to flesh out your ideas. You will turn in your reflections on the last day of class.

COURSE STRUCTURE AND POLICIES

Classroom Expectations: This course is designed to foster active learning, which means that the majority of class time will be devoted to direct engagement with the texts and each other in an effort to develop deeper understandings of the suffrage movement and public humanities. In addition to class discussion, we will also use a variety of small group work and in-class exercises to sharpen our ideas and prepare us for conversation. Because engagement with one another is so important for the success of the course, it is imperative that students be respectful of one another—good listeners and observers, as well as participants.

Tech Etiquette: Laptops or tablets may be used to access course readings, but please be mindful of staying on task. If you are not referencing a reading directly, laptops should be closed. If it becomes clear that the use of technology in the classroom is becoming a distraction for you, I will ask that you print out readings in the future to help facilitate better focus. Please remember to turn cell phones to silent before class begins and keep them out of view during discussion. Students are expected to check their UP email daily for class updates.

Office Hours and Communication: I will hold office hours (DB 217) on Mondays from 3:00-4:00pm and Tuesdays and Thursdays from 1:00-2:30pm. I encourage you to stop by! I'd also like to schedule individual meetings with each of you at least once during the semester; we'll develop a plan for this during the first weeks of class.

UNIVERSITY POLICIES AND RESOURCES

Plagiarism and TurnItIn: Plagiarism is the use of others' writing or ideas as if they are your own. This includes copying from online sources, print texts, or anyone else's essays. If you are even slightly unsure whether you might be plagiarizing, PLEASE come see me before your assignment is due and we can work it out together. Making sure you leave yourself plenty of time to do your work is the best defense against plagiarism. The consequences for plagiarism are severe, so just don't do it! You will be required to submit each of your essays to TurnItIn, the University's web-based authenticity-detection software available through Moodle.

University of Portland's Code of Academic Integrity: Academic integrity is openness and honesty in all scholarly endeavors. The University of Portland is a scholarly community dedicated to the discovery, investigation, and dissemination of truth, and to the development of the whole person. Membership in this community is a privilege, requiring each person to practice academic integrity at its highest level, while expecting and promoting the same in others. Breaches of academic integrity will not be tolerated and will be addressed by the community with all due gravity.

Assessment Disclosure Statement: Student work products for this course may be used by the University for educational quality assurance purposes.

Accessibility: The University of Portland endeavors to make its courses and services fully accessible to all students. Students are encouraged to discuss with their instructors what might be most helpful in enabling them to meet the learning goals of the course. Students who experience a disability are also encouraged to use the services of the Office for Accessible Education Services [AES], located in the Shepherd Academic Resource Center (503-943-8985). If you have an AES Accommodation Plan, you should make an appointment with me to discuss how to implement your plan in this class. Requests for

alternate location for exams and/or extended exam time should, where possible, be made two weeks in advance of an exam, and must be made at least one week in advance of an exam. Also, you should meet with me to discuss emergency medical information or how best to ensure your safe evacuation from the building in case of fire or other emergency.

Mental Health: As a college student, you may sometimes experience problems with your mental health that interfere with academic experiences and negatively impact daily life. If you or someone you know experiences mental health challenges at UP, please contact the University of Portland Health and Counseling Center in Orrico Hall (down the hill from Franz Hall and Mehling Hall) at <http://www.up.edu/healthcenter/> or at 503-943-7134. Their services are free and confidential, and if necessary they can provide same day appointments. In addition, they make after-hours phone counseling available if you call 503-943-7134 and press 3 outside of business hours. Also know that the University of Portland Public Safety Department (503-943-4444) has personnel trained to respond sensitively to mental health emergencies at all hours. Remember that getting help is a smart and courageous thing to do – for yourself, for those you care about, and for those who care about you.

Non-Violence Statement: The University of Portland is committed to fostering a community free from all forms of violence in which all members feel safe and respected. Violence of any kind, and in particular acts of power-based personal violence, are inconsistent with our mission. Together, we take a stand against violence. Join us in learning more about campus and community resources, UP's prevention strategy, and reporting options on the [Green Dot website](http://www.up.edu/greendot), www.up.edu/greendot or the [Title IX website](http://www.up.edu/titleix), www.up.edu/titleix.

Ethics of Information: The University of Portland is a community dedicated to the investigation and discovery of processes for thinking ethically and encouraging the development of ethical reasoning in the formation of the whole person. Using information ethically, as an element in open and honest scholarly endeavors, involves moral reasoning to determine the right way to access, create, distribute, and employ information including: considerations of intellectual property rights, fair use, information bias, censorship, and privacy. More information can be found in the Clark Library's guide to the [Ethical Use of Information](http://libguides.up.edu/ethical) at libguides.up.edu/ethical use.

The Learning Commons: Trained peer tutors and writing assistants in the Learning Commons, located in Buckley Center 163, work with you to facilitate your active learning and mastery of skills and knowledge. For questions about the Learning Commons, please send all correspondence to Jeffrey White, Administrator, at white@up.edu. The Learning Commons is a program of the Shepard Academic Resource Center (SARC.)

Writing Assistance: Brainstorming ideas for your paper, create an outline, work on citations, or review a draft with a Writing Assistant. Visit www.up.edu/learningcommons to access our Writing Center schedule.

The Language Studio: Contact the language assistance hotlines to schedule a time to meet throughout the semester at chinesetutor@up.edu, frenchtutor@up.edu, germantutor@up.edu, or spanishtutor@up.edu.

Speech & Presentation Lab: Improve your presentations by requesting an appointment at speech@up.edu.

Group Work Lab: Make an appointment for your group project at groupwork@up.edu.

Learning Assistance Counselor: Learning assistance counseling is also available in BC 163. The counselor teaches learning strategies and skills that enable students to become more successful in their studies and future professions. The counselor provides strategies to assist students with reading and comprehension, note-taking and study, time management, test-taking, and learning and remembering. Appointments can be made in the on-line scheduler available to all students in Moodle or during posted drop-in hours.

CLASS SCHEDULE

Readings/activities are due the day they are listed.

M = Moodle course site

8/26: Introductions: Why Suffrage, Why Public Research

9/2: The Crisis of the Humanities, The Crisis of Higher Education

Read: Hoffman, “Isolated Scholars”; Deresiewicz, “The Neoliberal Arts”; Graff and Jay, “Fear of Being Useful”; Davidson, “Palpable Impact.”

Listen: “Humanities in Decline: A Cultural Crisis” (Aspen Ideas To Go Podcast; ~50 min.; Optional—link on M).

9/9: Education and Engagement: Complementary and Competing Views

Read: Boyer, “The Scholarship of Engagement”; Kezar, Drivalas, and Kitchen, “Defining the Evolving Concept of Public Scholarship” (3-10 and 15-17); Fish, “Aim Low”; Koritz, “Beyond Teaching Tolerance”; Blain and Kendi, “How to Avoid a Post-Scholar America.”

9/16: Suffrage in 2020 and the Public Humanities

Read: Staples, “How the Suffrage Movement Betrayed Black Women”; Gordon, “How to Celebrate a Complicated Win for Women”; Gale and Carton, “Toward the Practice of the Humanities”; Woodward, “The Future of the Humanities in the Present & in Public.”

Browse: “A Typology of the Publicly-Engaged Humanities” (link on M).

9/23: Telling Suffrage Stories: Scholarship and Public Memory

Program kick-off event, 4:00-5:30pm; meet at Bauccio Board Room.

Read: “Declaration of Sentiments”; Tetrault, “Getting Acquainted With History” and “The Bonfires of History”; DuBois, “Seneca Falls Goes Public.”

Browse: “How Women Got the Vote Is a Far More Complex Story Than the History Textbooks Reveal” (link on M); “Votes for Women: A Portrait of Persistence” (link on M).

9/30: Suffrage Oratory and the Challenge (and Promise) of the Public Sphere

Read: Lumsden, “Women and Freedom of Expression before the Twentieth Century”; Angelina Grimké, “Address to the National Anti-Slavery Convention, 1838”; Elizabeth Cady Stanton, “Address to the Legislature on Women’s Right to Suffrage”; Frances Ellen Watkins Harper, “We Are All Bound Up Together”; Domke, “The Something We Can Do”; Mangum, “Going Public: From the Perspective of the Classroom.”

- 10/7: Connecting to the Local: Oregon Suffrage and Exhibit Curation**
Visit to the Oregon Historical Society Museum’s suffrage exhibit in progress with curator Lori Erickson; meet at 3:30 outside the Pilot House to get our rideshares. We should be back on campus by ~5:30-5:45.
- Read: Jensen, “Women, Politics, and Power.”
- Browse: Oregon Women’s History Consortium “Suffrage 2020” website resources (link on M); Oregon Blue Book “Women Suffrage Centennial Web Exhibit” (link on M).
- 10/14: Fall Break—No Class**
- 10/21: Portland Suffrage, Community Space, and Public History**
Jan Dilg, local public historian, visits our class.
- Read: Harriet “Hattie” Redmond, Abigail Scott Duniway, and Esther Pohl Lovejoy bios (links on M). Solnit, “City of Women” (link on M).
- Listen: “Marching to Victory!” (Public History PDX podcast, 3 min.—link on M).
- Browse: Oregon History Project Historical Records (do a search for suffrage-related items; link on M); Portland’s Walk of the Heroines (link on M).
- 10/28: Suffrage and the Public Intellectual: Periodical Culture and Discursive Engagement**
- Read: Ida Tarbell Essays and Charlotte Perkins Gilman’s Responses; Abram, “Kitchen Conversations”; Cooper, “Is Civic Discourse Still Alive?”; Looser, “The Hows and Whys of Public Humanities” (link on M).
- Browse: “Writing in Public” interview (link on M); “How to Write Public Scholarship” (link on M).
- 11/4: Suffragist Models of Creative Representation**
- Read: Lange, “From Mannish Radicals to Feminist Heroes: Suffragists in Popular Culture” (link on M); Finnegan, “‘So Much Color and Dash’: Woman Suffragists, Public Space, and Commercial Culture.”
- Watch: Paraschiv, “ReImagine a Lot” (link on M).
- Browse: American Suffrage Valentines project; Northern Iowa Suffrage Postcard Archive; “14 Vintage Suffrage Valentines”; Hix, “War on Women, Waged in Postcards: Memes from the Suffragist Era” (links on M).
- 11/11: Suffrage and Public Performance as Method**
- Read: Howe and Jakobi, “Telling the Truth at the White House”; Dawson, “The Parade: A Suffrage Playlet in One Act and an After-Act”; Madsen, “Columbia and Her Foot Soldiers: Civic Art and the Demand for Change at the 1913 Suffrage Pageant-Procession”; Rizzo, “More Than Just Fun And Games? Play, Public Humanities, and Engaged Democracy” (link on M).
- 11/18: Suffragists Educating the Nation**
- Read: Alcott, “Cupid and Chow-Chow”; Phelps, “Trotty’s Lecture Bureau” “Mother Goose as a Suffragette”; Lucas and Radia, “Experiential Learning in the Humanities: From Theory to Practice in an After-School Shakespeare Program and an Online Journal.”
- Browse: “An Anti-Suffrage Children’s Book from 1910, Mocking ‘Baby’ Activists” (link on M); Oregonian article on changing Portland history textbooks (link on M).

11/25: The Legacies of Suffrage: Voting Rights Today

Read: Anderson, “A History of Disenfranchisement”; Abrams, “We Cannot Resign Ourselves to Dismay and Disenfranchisement” (link on M).

Watch: Voting Rights Oral Histories, Library of Congress (link on M).

Browse: Center for American Women and Politics “Gender Gap in Voting”; Brennan Center for Justice “Voting Rights and Election” sub-sections; Oregon League of Women Voters website and Portland League of Women Voters website (links on M).

12/2: Memorials and the Suffrage Centennial, Revisited

Bring laptops for course evaluations.

Read: Baker, “Getting Right With Suffrage”; Schuessler, “The Complex History of the Women’s Suffrage Movement.”

Browse: Suffrage memorials and monuments: Turning Point Suffragist Memorial; The Portrait Monument; Their Movement, Our Monument; Ways to Commemorate the Women’s Suffrage Centennial in Washington D.C. (links on M).

Due: Final Reflection (upload to Moodle and bring a print copy) and Brainstorming Dossier (print or online—your choice)