

Fall 2009 University of North Carolina at Greensboro
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HISTORY 551: GENDER AND HISTORY WOMEN, WORK, AND FAMILY IN THE POSTWAR UNITED STATES

This course will explore how diverse women in the United States have negotiated work and family since World War II. We will explore women's experiences with both paid and unpaid labor and examine a variety of family forms. The course will trace how the decline in the idealization of white stay-at-home mothers corresponded with the growing celebration of "career mothers" and stigmatization of "welfare mothers." Students will employ both primary and secondary sources to examine the diversity and profound transformations in women's experiences with work and family over the past 60 years.

Required Books:

(available at UNCG bookstore, Addams bookstore on Tate St., and on reserve at Jackson library)

Pierrette Hondagneu-Sotelo, *Domestica: Immigrant Workers Cleaning and Caring in the Shadows of Affluence*. University of California Press, 2007.

Nancy MacLean, *The American Women's Movement: A Brief History with Documents*. Bedford/St. Martin's, 2008.

Katherine S. Newman, *No Shame in My Game: The Working Poor in the Inner City*. Vintage, 2000.

Course Requirements (all percentages are approximate):

Undergraduates:

Synthetic Papers (3-5 pages, 2 x 20%): You will write two synthetic papers based on the weekly readings. The papers will require you to make an original argument about the course materials.

Five Blackboard Posts (15%): For five of our class sessions (excluding the final week), you must post a response to the readings on blackboard by 9pm on the Monday before our class meeting. You may post again after 9pm, but your first post is due by then. Your blackboard post should demonstrate that you have read all of the required readings and thought deeply about them. The first paragraphs should summarize the major arguments of the readings in your own words. The post should then contain one or two paragraphs discussing the significance of the arguments and exploring issues and ideas that you believe are important for the class to consider. You should also use blackboard to respond to posts by other students and to engage in discussion and debate. Students who have not signed up to post for a particular week are welcome to join the discussion but it is not required. Everyone must come to class having read other students' posts on blackboard. Blackboard posts must use correct grammar and spelling.

Class Presentation and Handout (20%): On the last day of class, we will have a Public Policy Summit on Women, Work, and Family. You will give a presentation on a contemporary public policy issue that speaks to the themes of the class (i.e. maternity leave, gay marriage, day care, housework, birth control, employment discrimination). Your presentations will inform the class about the issue and briefly discuss how history can help to shed light on our current public policy debates. You will provide the class with a one-page handout summarizing the issue and its history and highlighting the insights that historical analysis provides. The handout should also list four books or articles for future reading on the topic and provide a brief synopsis of each reading (similar to an annotated bibliography). At least two selections must be full-length books and at least two must be written by historians. You may work in groups on the presentation but each student must prepare their own handout.

Attendance and participation (25%): Since this is a seminar that meets weekly, attendance and participation are mandatory. If you will find it impossible to attend class each week or participate on an ongoing basis, you will not be able to succeed in the course. I expect everyone to make thorough notes on the readings and bring them to class to help you contribute effectively to the discussion. You will be graded on the quality and frequency of your participation.

If an emergency arises and you must miss class, you may hand in a written response to the readings, summarizing their major points and analyzing their significance. Those who hand in responses (particularly if they are excellent ones) will be penalized less severely than those who miss class and do not hand in a response.

Graduate Students:

Readings: in addition to the undergraduate readings, graduate students have a few extra reading assignments marked clearly on the syllabus and should complete the full-length books.

Synthetic Papers (5-7 pages, 2 x 20%): Graduate students' synthetic papers have the same goals but will be longer in length than the undergraduates' papers.

Class Presentation and Handout (20%): Graduate students' presentations will follow the same format as the undergraduates. Their handouts must list and describe six important books and articles on their topic. At least three readings must be books and at least three must be historical (written by historians).

Seven Blackboard Posts (15%): Graduate students must post seven responses to the readings on blackboard. They should follow the same instructions as the undergraduates but will be expected to provide more detailed analysis.

Attendance and participation (25%): Mandatory. See above requirements for undergraduates.

I will use the following grading scale: 99 and above A+, 93 and above A, 90-92 A-, 88-89 B+, 83-87 B, 80-82 B-, 78-79 C+, 73-77 C, 70-72 C-, 68-69 D+, 63-67 D, 60-62 D-, 59 and below F.