

Fall 2012 University of North Carolina at Greensboro
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HISTORY 724

TWENTIETH CENTURY U.S. WOMEN'S AND GENDER HISTORY

This course will explore the state of the field of twentieth century U.S. women's and gender history. Students will examine how historians of women and gender have integrated race, sexuality, class, region, ethnicity, and nation into their work. They will explore the evolution of the field of women's and gender history and contemplate new frontiers for future research.

GOALS AND LEARNING OUTCOMES:

- Reading secondary sources effectively, discerning central arguments and historiographical contributions
- Evaluating the strengths and limitations of different historical methodologies
- Acquiring the knowledge and frameworks needed to assess works in the field of U.S. women's and gender history
- Effectively contributing to scholarly discussion of historical works
- Developing clear and convincing historical arguments about secondary sources
- Conducting poised and thoughtful oral presentations that communicate ideas effectively to a group

COURSE REQUIREMENTS (all percentages are approximate):

Participation (40%): Everyone must come to class prepared to engage in a detailed discussion of the week's reading. It is essential that you read thoroughly, make careful notes, and review your notes before class. You will be graded on the depth of your contributions in class as well as your ability to respond to your peers and keep the discussion focused and moving forward. Attendance in class is mandatory. Absences could adversely affect your grade.

Presentations and Discussion Questions (15%): Each student will choose two weeks to present the additional reading for that week and develop questions for discussion based on the common text. Working in groups of two or three, students will offer a short (five to ten minute) group presentation on the additional reading that addresses its arguments, significance, and relationship to the common text. The group should also write two or three discussion questions on the board at the beginning of class to help guide our conversation of the common text.

Blackboard Posts (10%): Before five class periods, students will post one substantial comment about the reading on blackboard. Blackboard posts are due by 10pm on the Sunday before our class but students are encouraged to post earlier. Your comment should be at least 200 words. It should demonstrate that you understand the arguments of the readings, probe their meanings, and explore their importance. You may discuss more than one reading or issue in your post and you do not need to connect them to each other.

Students should not post on blackboard during the weeks they present the reading. During the first week of class, you must sign up for five weeks and then post during those weeks. If something comes up and you find you cannot post, you may arrange to switch with someone else but you cannot move to another week arbitrarily.

All students are required to read the discussion board before class, whether or not they have posted. Students are encouraged to respond to the posts and will receive credit for engaging in discussion in a meaningful way.

Short Book Review (15%): This two-page (500 word) book review should be modeled on reviews in the *Journal of American History*. You will choose one of the course readings to review.

Longer Book Review (20%): This four to five page book review should be modeled on a review of two books in a publication such as *Reviews in American History*. You should choose two related women's and gender history books that we have not read in the course, analyze each of them, and put them into conversation with each other.