

Fall 2015 University of North Carolina at Greensboro  
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## **History 724**

### **The Recent History of U.S. Feminism**

This course explores the historiography of recent U.S. feminism, introducing students to one of the most vibrant and politically contentious fields of women's history scholarship. The late twentieth-century feminist movement transformed U.S. history and culture. Rather than offer an overview of every element of that movement, this course introduces students to the main questions dominating the historiography: Who was/is part of the movement? Was there a single movement or a series of distinct campaigns? What kind of activism counts as "feminist"? How can we best "find" and document this movement? Readings will examine a wide range of women's activism and introduce students to different models of historical writing.

#### **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 the history of U.S. feminism
- Developing clear and convincing historical arguments about secondary sources both orally and in writing
- Writing reviews of historical monographs suitable for publication in a major journal
- Conducting poised and thoughtful oral presentations that communicate ideas effectively to a group

#### **COURSE REQUIREMENTS (all percentages are approximate):**

*Participation (30%):* 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* (10%): 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 (ten minute) group presentation on the additional readings that addresses the 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.

*Canvas Posts* (20%): Before five class periods, students will post one substantial comment about the reading on Canvas. Canvas 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 Canvas 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.

*Book Review* (2 x 10% = 20%): These two-page (500 word) book reviews should be modeled on reviews in the *Journal of American History*.

*Final Essay* (20%): This 7-10 page essay requires you to make an original argument about the course materials. No additional reading is necessary to complete the essay.

## **COURSE POLICIES:**

### **E-mail and Canvas:**

Due to state budget cuts, I do not have an office phone. E-mail is the best way to reach me. I always confirm receipt of messages and try to respond quickly. If you do not receive a response from me within 24 hours (and even sooner in response to e-mailed assignments), you should assume that I did not receive your message and try again. If you do not receive confirmation from me, it means that I did not receive your message and you will not be credited for any information that you communicated.

I will use e-mail to contact you, so it is imperative that you check your UNCG email account regularly. I can only send class e-mails to UNCG accounts.

I will use Canvas to post the syllabus, handouts, and announcements. It will also host our class discussion board and links to e-reserves.

**Plagiarism:**

Plagiarism is presenting the words or ideas of others without giving them credit. Any source that you use in your work (i.e. books, documents, articles, internet sites) must be properly cited. If you use someone else's exact words they must be enclosed in quotation marks and followed by a citation. If you put someone else's ideas into your own words, you must also use a citation. Anyone who commits plagiarism will be penalized severely. For more information, see UNCG's academic integrity policy:  
<http://academicintegrity.uncg.edu/complete/>

**Technology:**

Cell phones are prohibited during class time. If I see your cell phone, I will ask you to leave and you will receive a zero for your participation grade for that class period. Students may read articles that we are discussing from their computers or tablets but must not browse the Internet during class. Anyone found surfing the web or checking email during class will be asked to leave and will receive a zero for participation for that day. If you must text, email, or check your messages during class, please step into the hallway or do so during our break.