

Spring 2010 University of North Carolina at Greensboro
Dr. Lisa Levenstein E-mail: levenstein@uncg.edu
Office: 2145 MHRA Office Hours: M 2-3:30, and by appt

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. It is organized thematically and includes both older texts and brand-new works in the field. Throughout the course, 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 framework needed to assess works in the field of U.S. women's and gender history
- Participating in scholarly discussion of historical works both online and in the classroom
- Employing gendered frameworks to interpret primary documents
- Developing clear and convincing historical writing about both primary and secondary sources
- Conducting poised and thoughtful oral presentations that communicate ideas effectively to a group

COURSE REQUIREMENTS (all percentages are approximate):

Participation (40%): Everyone is expected to 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 and insight 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 (10%): Each student will choose one week to present historiographical background on the common readings. These 10-15 minute presentations should introduce students to the major questions and debates in the field of study and explain how the readings for the week fit in. Students should provide everyone with a two-page handout, which sums up their presentations and offers an annotated bibliography of at least 5 important books and/or articles in the field.. Students should also offer 2 or 3 discussion questions, which they write on the board at the beginning of class. Students will be evaluated on their grasp of the field and their ability to communicate their ideas effectively and succinctly both orally and in writing.

Blackboard Posts (20%): Each week, students must post one substantial comment and one response to someone else's comment on blackboard. Blackboard posts are due by 10pm on the Sunday before our class but students are encouraged to begin to post much earlier. Your substantial comment should be at least 200 words. It might develop a point that you have been thinking about and did not explore in class or analyze the readings for the week. Your posts must demonstrate that you understand the arguments of the readings and should 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. The second post must respond to someone else's comment. It is not enough to simply agree or disagree with your peers; you must directly engage their ideas and provide your own. It is fine to disagree with other students but you must do it in a respectful way, without making any sort of comment that could be construed as demeaning or derogatory. You may post more than twice in one week but twice is the minimum to receive a good grade.

Students do not need to post on blackboard during the week that they give presentations and they may miss one additional week without penalty.

Synthetic Paper (20%): This 5-8 page paper will require students to make an original argument based on the assigned readings. Guidelines will be distributed in class.

Final Paper (20%): This 6-8 page paper will require students to apply methodologies and insights from our common readings to a set of primary sources. Guidelines will be distributed in class.