

History 329
U.S. Women's History Since 1865
Spring 2014

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Course Description:

This course explores the dramatic transformations in women's lives and gender ideology from 1865 to the present. Students will employ and evaluate different types of historical sources to learn about the complexity and diversity of major issues in U.S. women's history.

Goals and Learning Outcomes:

A) History Department

1. Analyze historical duration, succession, and change in terms of human agency and larger systems or structures.
2. Use historical thinking to contextualize and analyze primary and secondary sources representing different points of view.
3. Use evidence-based reasoning to interpret the past coherently while developing and presenting an original argument in writing.

B) Course specific

4. Understand major themes in U.S. women's history from 1865 to the present.

COURSE REQUIREMENTS

Weekly Quizzes:

Each week you will take a short timed multiple choice quiz on the readings. It will cover the information I have written on blackboard, the assigned readings, websites, and videos. Anything that you have read or linked to during the week could be on the quiz.

You should take notes on all of the reading, web text, and videos so that you are prepared to complete the quiz within the allotted time. Quizzes will range from 5 to 20 questions and you will have 10-15 minutes to complete them. Quizzes are based directly on the

information from this class, not anything that you find on external websites or in other books. **Quizzes must be completed each week by Friday at 5pm.**

Weekly Discussion Board Posts:

Most weeks, you must post twice on the discussion board. I will prompt you with questions to guide your posts. Your first post must directly engage my questions and use specific examples from the course materials to support your arguments. A crucial part of the discussion post is to show that you have read, listened to, and understood all of the assigned texts and videos. Make sure that your post conveys your knowledge and critical thinking about the materials.

I welcome exploration of topics based on the readings that I did not address in my discussion prompt questions. However, if you want to discuss additional topics, please *respond to my questions first* and then share your ideas.

Discussion posts must be original. You must not simply reiterate the arguments in the readings but show that you have thought about them and formed an opinion. Do not copy your peers. Posts that repeat other students' posts will not be judged to be original.

Your second post must respond to another students' post. In this post, you should engage the other students' argument, show that you have thought about and understood what they wrote, and offer your own ideas. Do not simply agree or disagree with the other person, explain why and offer something new to the conversation. It is fine to respectfully disagree with your peers by encouraging them to explain ideas more fully and consider other points of view. If you get engaged in a stimulating conversation, don't stop at two posts! Keep the discussion going and encourage other students to get involved. Points will be awarded to students who engage in deep back-and-forth discussions.

Both posts are due each week on Friday by 5pm. Please post early to ensure a robust discussion.

Think of blackboard posts as the "classroom time" of this online course. This means that deadline are firm. Plan ahead and post early to ensure that you receive full credit for your work. If you run into traffic, have to work overtime, get overwhelmed with work for another class, or simply forget and do not post on time, I cannot accommodate you. **Late posts will receive a zero. If you post once but do not respond to your peers you will receive a zero.**

The **grading rubric** for your posts is included in the syllabus. It includes guidelines about the length of your posts.

Grading:

Weekly Quizzes: 30%

Weekly Discussion Posts: 30%

First Paper: 15%

Final Paper: 15%

Primary Source Assignment: 10%

I 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.

Contacting Dr. Levenstein:

Due to state budget cuts, I do not have an office phone. You should reach me via email. I will check my email once each day except for Saturdays. Expect to hear from me within approximately 24 hours of sending a message but do not expect an immediate reply to your questions. This means you should not leave your work for this class until the last minute. If you have a question an hour before an essay or blackboard post is due, chances are that I will not be online and will not be able to answer your query.

Note on e-mail etiquette: All e-mails that you send must begin with a salutation i.e. "Dear Dr. Levenstein," "Dear Professor Levenstein," "Hello Dr. L.," or "Dear Lisa." You must conclude your emails by signing your name.

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, webpages) must be properly cited. If you use someone else's exact words they must be enclosed in quotation marks and be followed by a citation (footnote). If you put someone else's ideas into your own words, you must also use a footnote but do not need quotation marks.

PLEASE NOTE: Plagiarism includes copying and pasting any text from the Internet into a document without using quotation marks and a citation.

Anyone who commits plagiarism will be penalized severely. For more information, see UNCG's academic integrity policy: <http://academicintegrity.uncg.edu/complete/> I report all cases of plagiarism to the Dean of Students.