Dr. Sarah McNamara  
Office: Glasscock 208  
Office Hours: TR 10:00 am – 11:30 am (or by appointment)  
Email: sarahmc@tamu.edu, will respond within 48 hours  
Email for mandatory reading question submission: 481.spring2017@gmail.com, will confirm via autoreply. **Do not send other questions to this address, I will not see them.**

**Course Description:**  
In a multi-racial and multi-ethnic nation, what does feminism mean to women who are neither white nor middle class? This course examines the intersections of race, ethnicity, class, and gender to explore the multiple meanings of feminism in the 20th century United States. Students will investigate how women of color have been included and excluded from feminist action, and, as a result, reinterpreted feminism on their own terms. As an advanced undergraduate writing and research seminar, this course asks students to critically analyze academic texts, interpret primary documents, and produce a research paper using historical methods.

**Prerequisites:**  
Students in this course must be history majors or approved by the instructor.

**Student Learning Outcomes:**  
Texas A&M University has identified student learning outcomes that describe our institutional commitment to your educational goals. These include the ability to demonstrate critical thinking, effective communication, and social, cultural, and global competence. Please see: [http://provost.tamu.edu/essentials/pdfs/copy_of_UndergraduateLearningOutcomesFinal.pdf](http://provost.tamu.edu/essentials/pdfs/copy_of_UndergraduateLearningOutcomesFinal.pdf)

1. Enhance their ability to ask questions of, accurately evaluate, and effectively synthesize primary and secondary historical writings.  
2. Develop the ability to effectively express their own ideas in written and oral form.  
3. Expand their knowledge of the historical and social contexts that created diversity in past and present human cultures.  
4. Apply knowledge about the human condition—in the past and present—to their personal lives and studies.

**Core Objectives for American History Foundational Component Area:**  
1. Critical Thinking (to include creative thinking, innovation, inquiry, analysis, evaluation, and synthesis of information).  
2. Communication (to include effective development, interpretation and expression of ideas through written, oral, and visual communication), primarily through the testing process and writing the term paper.  
3. Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities).  
4. Personal Responsibility (to include the ability to connect choices, actions, and consequences to ethical decision-making based on the historical examples presented in this course).
Assignments, Grading and Policies:

Texts:
Your required text is online via Amazon. Article readings are marked with an asterisk (*) and available via e-campus.

**Required:** *A Pocket Guide to Writing in History*, Mary Lynn Rampolla

**Recommended:** *Rethinking American Women’s Activism*, Annelise Orleck

Portions from Orleck that are assigned for discussion will be available online, however, if you are unfamiliar with the timeline and major events that shape US History and Gender History, I recommend this book for your own reference. It is short and concise.

Course Format and Requirements:
This course is a reading and research seminar. Students are required to read all assigned chapters, articles, and essays on e-campus and develop a research paper on the topic of their choice. Below is a detailed description of all assignments.

- **Research Paper** – 35%
- **Participation and Attendance** – 20%
- **Research Paper Draft** – 15%
  - **Presentation** – 10%
  - **Research Proposal** – 10%
  - **Paper Outline** – 10%

Important Due Dates:
Research Proposal—January 31
Outline—February 26
Rough Draft—March 9
Final Draft—May 9

**Research Paper:**
The primary product that students will produce in this seminar is an original research paper of 2,000 to 3,000 words (about 10 to 12 pages). This project must examine in detail one of the course’s main themes and use both primary and secondary sources. The topic and the sources must be chosen in consultation with the instructor by the end of the third week of the semester.

**Written Assignments:**
There is a total of four written assignments due over the course of the semester. Two of these are short assignments (Research Proposal and Paper Outline) intended to prepare you for producing the major requirement of the course: the original research paper. The other two written assignments are the complete draft and final version of the research paper. Together the two versions of the research paper are worth 50% of the course grade. All of these assignments are due in hard copy at the beginning of class; emailed attachments will not be accepted without prior approval.
Presentation:
At the end of the semester, students will share their research with each other with in class presentations. After all your brilliant work, this is the time for it to shine! Show us what you learn and take it beyond the page. To prepare, we’ll discuss how to give effective presentations and put those nerves at ease. The presentation is worth 10% of your grade.

Participation:
Your participation consists of two components for a total of 20% of your final grade.

The scope of this class is large and our time is limited. To insure the mastery of historiography connected to your project, and provide all with the largest breadth of knowledge, students will be divided into groups according to interest. Each group will have one common thematic reading and a separate specific reading. In class, each group will summarize their specific reading to the group and its main questions. Together, we’ll find connections and intersections.

To insure that all students complete the readings, it is required that you write **2 discussion questions** as well as an **observation** and email them to 481.Spring2017@gmail.com by 11:59 am before class. I will read your questions and use them to guide discussion if needed. Reading and question submission accounts for 10% of your participation grade. Late work will not be accepted.

Secondly, because active and consistent participation is key to this course, in addition to submitted questions and observations, all students are expected to participate active in class. Discussion contribution will be 10% of your participation grade.

Attendance:
Attendance and participation are necessary, and regular attendance is required and will be noted. Please notify the instructor in advance if you must miss class and see university policy for information regarding excused absences, [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07). You cannot do well if you are not here.

Late Submission:
Assignments submitted after the due date will receive a 5% penalty for each date late. Essays must be turned in at the start on class, printed, and in hard copy.

Grading Scale:
- A: 90-100
- B: 80-89.99
- C: 70-79.99
- D: 60-69.99
- F: 0-59.99

*Students must receive a C or higher to pass HIST 481*
*Students must pass the writing portion of this course to pass this class*
Course Schedule:

Week 1: Introductions and Key Concepts

Tuesday, January 17  
Introductions and Expectations

Thursday, January 19  
Readings, Folder 1

Week 2: Intersectionality

Tuesday, January 24  
Readings, Folder 2

Thursday, January 26  
*Writing Workshop 1: Creating a Project*
Library Tutorial
Group Decisions

Week 3: First Wave Feminism? Beyond the Stigma

Tuesday, January 31, Research Proposal Due  
Readings, Folder 3

Thursday, February 2  
No Class, Meeting with Instructor

Week 4: Creating Civil Rights: Labor Feminism and Mother Activism

Tuesday, February 7  
*Writing Workshop 2: Finding Sources, Framing, and Outlining*

Thursday, February 9  
Readings, Folder 4

Week 5: Writing and Project Development

Tuesday, February 14  
*Writing Clinic 1:*
- Bring the draft of your outline to class. You and your partner will critique each other’s work. This must be a full outline that includes basic arguments, secondary sources to frame the essay, and primary source documents.

Thursday, February 16, **Outlines Due**  
Oral Histories and Feminist Histories: Short introduction to methodology and sources
Week 6: Primary Source Workshop

Tuesday, February 21
   Writing Clinic 2: Email the professor a copy of one primary source you plan to use in your essay. Together, we will analyze and work through the document. It will be especially helpful for all if you bring a source that is troublesome, or one where you’re looking for additional insight.

Thursday, February 23- No Class, Writing Day

Week 7: Feminisms without Microphones

Tuesday, February 28
   Readings, Folder 5

Thursday, March 2- No Class, Writing Day

Week 8: Drafting

Tuesday, March 7
   Writing Clinic 3: Bring your essay drafts to class. You will work with your partner, receive critique and direction to improve before the due date.

Thursday, March 9, Full Draft Due
   In class assignment

Week 9: No Class, Spring Break

Tuesday, March 14, No Class
Thursday, March 16, No Class

Week 10: Demanding Action and Changing the Law

Tuesday, March 21
   Readings, Folder 6

Thursday, March 23
   Readings, Folder 7

Week 11: Rewrite, Rewrite, Rewrite

Tuesday, March 28
   Writing Workshop 3: Edit Yourself!

Thursday, March 30
   Meet with instructor to discuss revisions, No Class
Week 12, No Class, Writing Week

Tuesday, April 4
Thursday, April 6

Week 13: Feminism Unbound

Tuesday, April 11
  Readings, Folder 8
Thursday, April 13
  Readings, Folder 9

Week 14: Presentations

Tuesday, April 18
  Group 1
Thursday, April 20
  Group 2

Week 15: Last Minute Revisions

Tuesday, April 25
  Writing Clinic 4: Bring your revised draft to class to share with professor and partner.
Thursday, April 27
  No Class, Writing Day

Week 16

Tuesday, May 2
  Conclusions and Celebrations

Final Paper Due, Tuesday May 9 by 10:00 AM. Email copies will not be accepted. Hard copy only.

ADA: Students with Disabilities  The Americans with Disabilities Act is a federal anti-discrimination statute that provides civil rights protection for persons with disabilities. Among other things, this legislation requires that students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If a student believes that they have a disability requiring accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall (campus phone 845-1637). For additional information visit http://disability.tamu.edu.