History 475 – Independent Study with Taylor Lenahan
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Office Hours: TBA
Department: History
Class meeting place & time: Via Email and Phone

Course Description:
His 475 is an Independent Study Course with Taylor Lenahan and is a reading course that will focus on second-wave feminism in America broadly conceived, however the readings will narrow on both the context of social movements in the 1970s and the effects of second-wave feminism on the United States.

Program Learning Outcomes:
The SFA History Department has identified the following Program Learning Outcomes (PLOs) for all SFA students earning a B.A. degree in History:
1. INTERPRET THE PAST IN CONTEXT
2. UNDERSTAND THE COMPLEX NATURE OF THE HISTORICAL RECORD
3. ENGAGE IN HISTORICAL INQUIRY, RESEARCH, AND ANALYSIS
4. CRAFT HISTORICAL NARRATIVE AND ARGUMENT
5. PRACTICE HISTORICAL THINKING AS CENTRAL TO ENGAGED CITIZENSHIP
   · This course will address all PLOs

Student Learning Outcomes:
Students who successfully complete this section of History 475 will be able to:
1. Describe the major cultural, economic, social, political, and diplomatic events that shaped and were shaped by second-wave feminism.
2. Recognize the differing ramifications of second-wave feminism for people of varying ethnic, socio-economic, cultural, and gender backgrounds.
3. Analyze, interpret, and evaluate historical sources by reviewing and assessing in written assignments.

Required Texts:
**Student Learning Outcomes:**
In written assignments (including book reviews and a final paper), a student will be able to demonstrate the ability to understand major trends, issues, and events of second-wave feminism in America.

**Course Requirements:**
1. Five Review and Response Papers: 250 points (50 points each)
2. Final Paper: 150 points
**Total: 400 points**

**Grading Policy:**

1. **Attendance Policy:**
As this is an independent study course, no attendance is required, however, the student must email the professor once a week, simply checking in with progress on readings and/or any questions for further discussion. This must be done by Friday evening of every week.

2. **Five Review and Response Papers (250 points; 50 points each):**

**What to do:** In about four pages (excluding title page, endnotes, and bibliography—all of which you must have): (1) define the thesis or theses of all the works read for that week; (2) plus give a content summary and analysis; (3) concluding with your personal reaction.

To **define a thesis** you are trying to give a brief explanation of the author’s or authors’ purpose, i.e., the overall point. Please make this very clear in the first paragraph of your review, filling the blessed introductory paragraph out with the major points/ideas/examples you will discuss in your review to show/reveal the thesis or theses you have just identified. Note that this introduction will also include a reference to your reaction, i.e., some kind of statement of how effective the thesis/theses and/or various arguments were in the reading(s) you are reviewing.

A **content summary** is a summary of the entire work or works. Be concise, no need to give a chapter-by-chapter replay. I know what was written, I am seeing if you do. I simply want to see you: (a) pick up on the key issues; and (b) wrap them into a general thesis you provided in your first paragraph.

**Analysis** is flushing out essential features and their relations with material covered in class.

**Let me be clear:** content summary and analysis should be the bulk of your paper and should blend in the text of your paper (so do not use subheadings as replacements for good topic sentences). Be sure to relate the material in question to other materials that you have read. Specifically, then, incorporate other readings into your analysis to show you have a command of the material at hand (do not just simply endnote it). Obviously, this will get more robust as you read each book—but note that I am a stickler for asking you to incorporate past readings into your current review paper. You will be dinged for not doing so.

**Grading Scale:**

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<th>Grade</th>
<th>Points</th>
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<tr>
<td>A</td>
<td>360-400 pts</td>
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<td>B</td>
<td>320-359 pts</td>
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<td>C</td>
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<td>240-279 pts</td>
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<td>F</td>
<td>0-239 pts</td>
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Finally, give me a summary of your (intelligent) reaction to the assigned reading(s). This does not include, by the way, your feelings about the prose or vocabulary. Rather, focus on the merits of what was presented or argued.

PLEASE NOTE: All written assignments must follow Chicago Manual of Style and formatting requirements. To review such, see the Chicago Manual of Style. Make sure that you endnote correctly and that you use the English language properly. If you fail to submit the paper in proper format, if your paper is semiliterate, or if your paper is full of high-school errors, I will not even accept the paper and ask you to rewrite it (we can go over the mistakes together, of course). Here is a link to a quick guide online for Chicago: http://www.chicagomanualofstyle.org/tools_citationguide.html.

Format
- Title page: with no number on it. And the title page is considered 0. Therefore, the first non-title page of anything you write for me should be numbered as 1, with subsequent pages numbered accordingly (place the number in the upper right).
- Times New Roman: Yes, this font is the most boring font known to humankind, but still use it please; precisely because uniformity and standardization across all papers and all students makes things easier on me (and that is what matters, after all!).
- 12-point font.
- Double spaced.
- You can print on both sides of the paper if you want.
- Endnotes (not footnotes): again, I like uniformity and standardization across all papers and all students.
- Bibliography: Do this. Moreover, take it seriously, please. Even if you are reviewing only one book! Actually, if you are writing good and most excellent reviews for me, then you will be incorporating other material and, hence, abracadabra, your bibliography will always have more than just one reference.

Reading and Review List (in order):
   - General overview of the 1970s (i.e., context for second-wave feminism)
   - Review Due by July 12.

   - General overview of the 1970s (i.e., context for second-wave feminism)
   - Review Due by July 19.

   - A Foundational Book for Second-Wave Feminism
   - Review Due by July 26.
   - Another principal book of second-wave feminism
   - Review Due by August 2.

   - A review of diversity within second-wave feminism
   - Review Due by August 9.

3. **Final Paper (150 points):** Final Paper is also due by August 9.

   **What to do:** In about 6,000-8,000 words (excluding notes and bibliography), and following the above format/directions, the student is to summarize all the readings done above. Specifically, the student is to identify the major issues, topics, events, etc that appear across all the readings broadly conceived. Special consideration must be given to where authors both agree and/or disagree on any phenomena under analysis. The paper is designed to show a mastery of second-wave feminism literature in general, as well as the many corresponding and dynamic issues.

**Academic Integrity (A-9.1)**

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at [http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf](http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf)
Withheld Grades *(Semester Grades Policy, A-54)*

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Students with Disabilities**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).