

Brandeis University

Proposal for Experiential Teaching and Learning Grant

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Please provide the following information on the proposed course in 2-3 pages.

1. Title of Course: **History of U.S. Feminisms in a Global Context**

2. Is this a brand new course or a redesign of an existing course?

This is a brand new course that will be taught for the first time in fall 2009. It was proposed as a team taught course to Women's and Gender Studies, which has funded the course replacement. It will be listed as an American Studies course and cross-listed with Sociology and WGS.

3. Amount requested and budget: \$396

Digital Voice recorders	\$312
\$104 each for an Olympus WS-100	
3 -- one for an instructor and two for students to borrow	
Travel to Schlesinger Library at Radcliffe in Cambridge	84
Parking \$60 (\$20/each for 3 cars)	
Gas \$24 – from Brandeis to Harvard Square, est. \$8/each	

4. Explain how this course will involve hands-on experiences that engage students on multiple levels and how these experiences are connected to the course goals.

The research for the final paper, an oral history of a feminist movement activist, will begin early in the semester. In consultation with the instructors, students will identify and contact an activist (current or former), gain his or her permission, and conduct the face-to-face oral history interview. The class will provide instruction on the multiple elements that go into planning and conducting a successful interview. Students will be expected to transcribe their interview. Furthermore they will need to do research on the

organization in which the subject was active and situate the subject within the historical setting in the process of writing the paper.

Part of the orientation to conducting research on women's movements will involve a field trip to the Schlesinger Library at Radcliffe College. It holds the most extensive archive on the history of U.S. women. Students will be introduced to the various kinds of archival sources, including the oral history collections at the library.

5. Give examples of two assignments/activities you will use to aid students' reflection on their hands-on experiences.

- Class presentation on the interview, which will include a self-reflexive discussion of how the student influenced the interview process
- The research paper, based on the interview, will constitute 30% of the student's grade for the course, and will require transcribing the interview, analyzing it, writing a paper about the person interviewed. That paper will include a section on methods and require that students reflect on how they as the interviewer shaped their findings.

6. Explain your main indicators of success for the experiential learning component.

- The effort students put into obtaining and conducting the interview
- The quality of the interview
- The quality of the research paper based on the interview
- Student involvement in cross-generational WGS Tillie Lubin Symposium focused on women's movements, scheduled for spring, 2010 – after the class is over.

7. Explain how you will assess students' experiential learning throughout the semester.

- Presentation on interview to class
- Paper based on interview

Submit application via email to Adi Grabiner-Keinan (grabiner@brandeis.edu)