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University Hall 918
Office hours: Wednesdays 10:00 - 12:00 and by appointment

Fall 2018
3:00 – 5:50 (BSB 119)

History 440: Senior History Research Seminar U.S. Social Movements

Course Description. This course is intended to guide students through writing the senior research paper, a requirement for all UIC history majors. Research papers will focus on any social movement in nineteenth- or twentieth-century America and must analyze the participation of women as well as men. In all cases, papers must be based on primary sources, must make an original argument about a social movement that pays attention to gender, race, and class, and must reflect a solid grasp of secondary literature about the chosen topic. The first half of the semester will be spent familiarizing ourselves with primary source collections and with the ways historians have analyzed U.S. social movements. The second half of the class will be devoted to researching and writing the final paper.

Required Reading.

All of the required readings for this class will be posted on our Blackboard page. In addition to the articles listed on the syllabus, we will be using the digital archive “Women and Social Movements in the United States, 1600-2000” [WASM] that is available through our library (see: Databases A-Z). You will also be consulting this site for primary sources for your papers. Please bookmark the page and I recommend printing the documents or essays when we have an assigned reading from the site.

<http://asp6new.alexanderstreet.com/was2/was2.index.map.aspx>

Course Requirements. The bulk of your grade for this course depends on the final paper, but we will have several incremental deadlines along the way. Detailed instructions for the response papers, proposal, and the research paper will be handed out in class.

- **Reading response papers** (5% each)
- **Proposal for final paper** (10%)
- **Rough draft** (20%)
- **Oral presentation** (10%)
- **Participation/Discussion** (20%). This includes attendance at all class sessions and scheduled meetings with the professor.
- **Final paper** (30%)

Additional Notes:

1. **Plagiarism.** Please understand the definition of plagiarism and that it will not be tolerated in this class. *If you take words from any source, you must use quotation marks*

and acknowledge the source with a proper citation in your footnotes. Even when you use your own words but have borrowed an idea from another source, you must reference it. Presenting someone else's work as your own can result in the disqualification of your work and a failing grade for this class. It can also result in your being suspended from the University. This is a very serious offense and should be treated that way.

2. **Late papers.** Late papers drop one-third of a letter grade per day: An A becomes an A- then a B+ then a B.
3. **Attendance.** You are expected to be in class every single class meeting. We only have ten class meetings! You are all allowed one absence for which you will not be penalized. Beginning with your second, you will be marked down a letter grade per absence (of your participation grade).
4. **Computer usage.** No laptops or I-pads are permitted in class. If you have a special reason for needing a computer during class, please speak to me privately. Cell phones should be set to silent and stored away. If you text in class your participation grade will be marked down a letter grade.
5. **Common courtesy.** Please behave courteously in class. This includes coming to class on time and waiting until class is finished before packing up your things. Please do not bring food or beverages to class (except water) unless you are providing them for the entire class. Students who are regularly disruptive will have their participation grade diminished. Healthy and respectful debate is expected and encouraged, but students are expected to respect the ideas and interpretations of their classmates.

Course Schedule:

August 27 Introduction to the Course

Sept. 3 LABOR DAY HOLIDAY

Sept. 10 Women's History and Women's Movements: Chronologies and Methodologies

****Visit Daley Library and meet with Librarian Paula Dempsey*

- Nancy Hewitt, "Feminist Frequencies: Regenerating the Wave Metaphor," *Feminist Studies* (Fall 2002), 658-680. Available on Blackboard
- "What Are Social Movements and What Is Gendered About Women's Participation in Social Movements? : A Sociological Perspective" [WASM] Please read the introduction <http://asp6new.alexanderstreet.com.proxy.cc.uic.edu/was2/was2.object.details.aspx?dorpid=1000636376>

*** First response paper due in class on Monday, September 10*

Sept. 17 Analyzing Primary Source: Hull House, Birth Control, and Women's Rights

- Kathryn Kish Sklar, "*How Did Changes in the Built Environment at Hull House Reflect the Settlement's Interaction with Its Neighbors, 1889-1912?*"
<http://asp6new.alexanderstreet.com.proxy.cc.uic.edu/was2/was2.object.details.aspx?dorpid=1000636792>

Hull House **documents** on WASM:

- "For Social Equality" (newspaper article from *Topeka Daily Capital*, 1897)
<http://asp6new.alexanderstreet.com.proxy.cc.uic.edu/was2/was2.issue.details.aspx?dorpid=1004085353>
- "New Hull House Annex"
<http://asp6new.alexanderstreet.com.proxy.cc.uic.edu/was2/was2.issue.details.aspx?dorpid=1004085346>
- "Excerpts from Mary Kenney's Autobiography"
<http://asp6new.alexanderstreet.com.proxy.cc.uic.edu/was2/was2.issue.details.aspx?dorpid=1004085349>

Birth Control Movement **documents** on WASM. Read "How Shall We Change the Law" and "Hard Facts" (1919) by Margaret Sanger and "Abortion and Population Control" (1969) by Shirley Chisholm

<http://asp6new.alexanderstreet.com.proxy.cc.uic.edu/was2/was2.object.details.aspx?dorpid=1000686667>

<http://asp6new.alexanderstreet.com.proxy.cc.uic.edu/was2/was2.object.details.aspx?dorpid=1000687567>

<http://asp6new.alexanderstreet.com.proxy.cc.uic.edu/was2/was2.object.details.aspx?dorpid=1004963544>

Sept. 24 Analyzing Secondary Sources: The Civil Rights Movement

** *Second response paper due in class Monday, September 24*

- "How Did African American Women Shape the Civil Rights Movement and What Challenges Did They Face: Introduction" on WASM
- Kathryn Nasstrom, "Down to Now: Memory, Narrative, and Women's Leadership in the Civil Rights Movement in Atlanta, Georgia," *Gender & History* (April 1999), 113-144.

Oct. 1 Research Questions, Sources, and Strategies

Come to class prepared to discuss your research question and at least one of your sources.

Oct. 8 ** No Class – work on project proposals **

*** Project proposals + bibliography due by 5 p.m. Friday Oct. 12. Send as email.*

Oct. 15 Reports on research projects**Oct. 22 No Class. Meetings with instructor****Oct. 29 No Class. Meetings with instructor****Nov. 5 Discuss Drafts and Meet with Peer Editors in class**

*** First draft of papers due by midnight, Friday, November 9. ***

Nov. 12 Work on papers & check in with editor**Nov. 19 Turning Rough Drafts into Final Drafts****Nov. 26 Student Presentations****Dec. 3 Student Presentations**

**** FINAL PAPERS DUE WEDNESDAY, DEC. 12 AT 12:00 NOON ****

Turn in on Blackboard