

Professor Jean B. Lee
5201 Humanities Bldg.
jblee@wisc.edu

History 600 – An Advanced Seminar for Majors

WOMEN AND SOCIAL PROTEST IN AMERICA Spring Semester 2003

Think of the past as a space expanding infinitely beyond our vision. . . . Then we choose a prospect. The higher it is, the wider and hazier our view. Now we map what we see, marking some features, ignoring others, altering an unknown territory . . . into a finite collection of landmarks made meaningful through their connections. History is not the past, but a map of the past drawn from a particular point of view to be useful to the modern traveler.

--Henry Glassie

History 600 is an advanced seminar for undergraduate history majors, which emphasizes research, analytic, interpretive, and writing skills. Each student will develop an independent research project that utilizes both primary sources and relevant secondary historical literature. The class schedule is designed to encourage students to move expeditiously from selection of a research topic to a final product that will be presented both in class and in a paper (approximate length: 20 pages).

Critical thinking and effective presentation of ideas are essential in this course. Whether presented orally or in written form, each assignment should be well organized, cogently argued, and clearly articulated. All written work should conform to standard English usage for grammar, spelling, and syntax and should be typewritten (double-spaced, with one-inch margins). Footnotes or endnotes must follow a standard form. In addition to Wayne C. Booth et al., *The Craft of Research* (1995), which is available for purchase at University Bookstore on State Street, the following sources are helpful in preparing written work.

Fowler, H. W. *Modern English Usage* (revised ed., 1983).
The Merriam-Webster Concise Handbook for Writers (latest edition).
The Merriam-Webster Dictionary of English Usage (1989).
University of Chicago Press, *The Chicago Manual of Style* (latest edition).

SCHEDULE:

Jan. 23 **INTRODUCTION TO THE COURSE**

Jan. 30 **THINKING ABOUT WOMEN AND SOCIAL PROTEST**
See handout for today's reading and writing assignments

Feb. 6 **WOMEN'S VOICES**

This week's readings are available in a packet, at Bob's Copy Shop in Union Square. Included are the following:

- from *The Oxford Book of Women's Writings in the United States* (1995), essays by Sarah Orne Jewett, Mary Wilkins Freeman, Charlotte Perkins Gilman, Rebecca Harding Davis, Nellie Wong, Judith Sergeant Murray, Gloria Steinem, Judy Syfers, and Anna Quinlen.
- from *The Signet Classic Book of Southern Short Stories* (1991), essay by Kate Chopin

Be prepared to discuss in class how each essay is a work of social protest. Consider how, from Judith Sergeant Murray to current writers, women have protested social conditions.

Feb. 13 **INDIVIDUAL APPOINTMENTS WITH INSTRUCTOR**

Feb. 20 **INDIVIDUAL APPOINTMENTS WITH INSTRUCTOR**

Feb. 27 **TOPICS, THESIS STATEMENTS, AND EVALUATING EVIDENCE**

Bring to class a written statement that includes the following information:

- the subject of your research project (be as specific as possible)
- the principal questions you intend to address
- a listing of all sources (bibliographic, primary, and secondary) you have consulted to date; use complete, standard citation form
- the relevant primary and secondary sources yet to be consulted

As this assignment makes clear, by this date you should have identified virtually all of the sources you consider useful for your chosen topic.

Mar. 6 **RESEARCH DAY**

Mar. 13 **RESEARCH DAY**

Mar. 20 **SPRING BREAK**

Mar. 27 **RESEARCH DAY**

Apr. 3 **THE PROSPECTUS: A VITAL STEP**

Be prepared to devote a significant amount of time to this assignment, for it is a key to a quality in-class presentation and paper. Bring to class a written prospectus, which **must** include the following elements:

- the questions the project will address
- a substantial thesis statement
- an evaluation of the strengths and weaknesses of the evidence available for your topic
- your thoughts on the basic organizational structure of the paper
- a list of all sources—primary and secondary—that inform your topic; use complete, standardized bibliographic references

Apr. 10 **INDIVIDUAL APPOINTMENTS WITH INSTRUCTOR**

Apr. 17 **IN-CLASS PRESENTATION OF RESEARCH TOPICS**

Apr. 24 **IN-CLASS PRESENTATION OF RESEARCH TOPICS**

May 1 **IN-CLASS PRESENTATION OF RESEARCH TOPICS**

May 8 **IN-CLASS PRESENTATION OF RESEARCH TOPICS**

EVALUATIONS: Student work will be evaluated using the following criteria:

- quality and amount of research accomplished
- demonstration of analytic and interpretive skills
- content, clarity, and organization of the oral and written presentations
- contributions to general class discussions
- improvement in research, analytic, and writing skills during the semester

LATE ASSIGNMENTS AND ABSENCES: No late assignment will be accepted unless approval from the instructor is secured in advance. For every day that a written assignment is late, the grade will be reduced by one step (i.e., an A will be reduced to an A-, a B- to a C+, etc.). Exception: an agreed-upon extension will be granted for serious illness or legitimate emergencies.