

## **HISTORY CAPSTONE: SOCIAL MOVEMENTS HIST 4990**

<http://www.usu.edu/history/faculty/sanders/classessanders.htm>

**Spring term 2009**  
**Tuesdays 4:30 - 7:00**  
**Old Main 323L**

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**Office hours:** Tuesdays, Thursdays 2:00 – 3:00 and by appointment  
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### **COURSE DESCRIPTION**

HIST 4990 is the capstone experience for history majors, designed to be taken by seniors after they have gained experiences and skills in their other history courses. You will employ those skills to complete a primary-source research paper, representing both the culmination of your program of study and the centerpiece of this course. You will have to choose a topic, develop questions to pursue, formulate theses to answer those questions, read secondary historical works to understand the scholarship already done on your topic and what you might contribute to historical debates, conduct research into primary documents to find evidence to answer your questions and prove your thesis, and finally write a 15-20 page research paper to communicate your findings to others. This is not a lecture/discussion course, but a workshop designed to help you produce this final paper. Therefore, you must be able and willing to work on your own and motivate yourself to complete the final project. Please keep in mind that this course requires much more effort and out-of-class work than the average course; unless you work steadily throughout the term, you will not complete your paper and, therefore, will fail the course. Upon completing your paper, you will have developed your understanding of historical problems, your ability to conduct historical research, your critical thinking skills to interpret that research, and your writing and communicative facilities.

Our broad topic is social movements, which we might define as a collective effort by people to change some aspect of their society, culture, or politics. We will explore how social movements formed, their methods, and why they succeeded or failed. You will select a social movement to study and some aspect of that movement on which you will focus your research. You may select any social movement from any historical time (save for the last decade—so select movements occurring pre-1999) or geographic space, *if you have the language skills to use the primary sources and you can locate and have access to primary sources about that social movement.*

### **REQUIRED READING**

There is one required book available at the campus bookstore. The electronic reserves you can access from the USU library home page (library.usu.edu) and clicking the “Course Reserves” link – the password is san4990.

Kate L. Turabian. *A Manual for Writers of Research Papers*. Chicago: The University of Chicago Press, 2007.

### **EVALUATION**

Class participation - 10%  
Oral History Assignment – 5%  
Newspaper Assignment – 5%

### Progress Stages

- Topic/Questions – 5%
- Primary Source Report – 10%
- Annotated Bibliography – 10%
- Oral Presentation of Final Thesis and Evidence – 5%
- Final Paper – 50%

Throughout the class we will meet to discuss our progress on our papers. This will be an opportunity for you to help your fellow students. Without participation you rob your classmates of the opportunity to benefit from your ideas and you yourself do not polish your skills in analyzing information and relating your conclusions in a comprehensible form to others. Attending class, but not participating, will earn you a D-.

The Oral History Assignment and Newspaper Assignment will help you develop the skills working historians utilize. Detailed descriptions of each assignment will be handed out during the semester.

Of course, most of your final grade is based on your research paper. You will turn in three progress reports during the semester (detailed descriptions of what is needed will be handed out during the semester), to help ensure you are moving forward with your work. During our last two meetings, you will present a brief overview of your project and your findings.

The final paper should consist of 15-20 pages of double-spaced text, endnotes (which should probably run 2-5 pages) and a 1-2 page bibliography. The paper will be graded on (1) the quality and uniqueness of your thesis, (2) your mastery of the secondary literature, (3) the sophistication of your use of primary sources, (4) your marshalling of primary source evidence to convince the reader, (4) your correct use of citations (using Turabian as a guide), and (5) the quality of your writing (which does include grammar, spelling, organization, and sentence structure). Please bear in mind that you are responsible for choosing a topic, developing a thesis, locating the existing secondary literature about your topic, and finding primary sources that address your topic and provide proof for your thesis. I will certainly assist you, but you bear the responsibility for completing all the assignments.

You may turn in a rough draft of the final paper for my review (see all dates below). This is optional. I will not correct errors of spelling or grammar in this draft, but I will help you see areas of improvement in your argument, use of evidence, and structure.

There are severe late penalties for missing each deadline below.

### **Resources**

We will talk about a great deal about resources available to historians for conducting research throughout the class. In addition, a dedicated webpage in the library provides links to important databases and primary source materials: [http://libguides.usu.edu/sanders\\_4990](http://libguides.usu.edu/sanders_4990)

### **A Note on Plagiarism**

Plagiarism is taking another person's ideas and claiming them as your own. This includes both copying directly from another work or taking the idea from that work without giving the author recognition with a citation. Paraphrasing without a citation is still plagiarism. Similarly, citing a work, and then copying directly without quotation marks or even almost directly (paraphrasing too closely), is plagiarism. Plagiarists will receive an F and be reported to the Dean. For further information: <http://www.northwestern.edu/uacc/plagiar.html>

### Disability Resource Center

If accommodations for the course are needed, students should contact the Disability Resource Center, located in the University Inn, Room 101: (435)797-2444 and (435)797-0740, Monday through Friday from 8:00 a.m. - 5:00 p.m.

### SCHEDULE

**January 6** – What are social movements?

**January 13** – Questions historians ask about social movements

Read the three essays below *before* class.

Use the USU library's electronic journal collection to find and read the following two articles:

1. Drescher, Seymour. "Whose Abolition? Popular Pressure and the Ending of the British Slave Trade." *Past and Present* No. 143 (May 1994): 136-166.

2. Glickman, Lawrence B. "Make Lisle the Style': The Politics of Fashion in the Japanese Silk Boycott, 1937-1940." *Journal of Social History* 38 (Spring 2005): 573-608.

The following book chapter is on electronic reserve in the library:

3. Cameron, Ardis. "Bread and Roses Revisited: Women's Culture and Working-Class Activism in the Lawrence Strike of 1912." In *Women, Work, and Protest: A Century of U.S. Women's Labor History*, ed. Ruth Milkman, 42-61. New York: Routledge, 1985.

**January 20** – Finding Secondary and Primary Sources using Databases and Indexes  
--Class will meet in the Library

**January 27** – Archives and Special Collections - **NEWSPAPER REPORT DUE!**  
--Class will meet in the Library

**February 3** – Topics, Questions, and Theses – **TOPIC AND QUESTIONS PROGRESS REPORT DUE!**

**February 10** – No class – individual meetings with students. **PRIMARY SOURCE PROGRESS REPORT DUE!**

**February 17** – No class. Monday classes meet today.

**February 24** – Citations and Bibliographies. **ORAL HISTORY REPORT DUE!**

**March 3** – No class. Individual meetings with students.

**March 10** – Spring Break. No class.

**March 17** – Research and Writing tips. **ANNOTATED BIBLIOGRAPHY PROGRESS REPORT DUE!**

**March 24** – No class. Individual meetings with students.

**March 31** - No class. Individual meetings with students.

**April 7** – No class. Individual meetings with students. **ROUGH DRAFTS DUE (OPTIONAL)!**

**April 14** – Presentations of Conclusions

**April 21** – Presentations of Conclusions

**April 28** – Finals week – no class. **FINAL PAPER DUE at Noon in my office.**  
For each day after the 28<sup>th</sup>, you will lose ½ letter grade.

There is no final exam in HIST 4990.