

History 4990  
Fall 2009  
T/TH 11:00 am  
Prof. Kathleen Clark  
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Office: 301 LeConte  
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**Course description** Students will research and write a paper on a topic relating to women in the twentieth-century American South. This paper will serve as a senior thesis paper for the history major. The class will meet as a full group during the first several weeks of class to generate topics and research strategies. Then, students will pursue research projects individually, meeting regularly with the instructor to discuss their progress. At the end of the semester, the class will reconvene as a full group for peer review and student presentations.

### **Course requirements**

Timely completion of a satisfactory senior thesis is the main requirement for the course. The thesis will be due ON MONDAY, DECEMBER 7 BY NOON--no exceptions!

In addition, part of your grade will depend on the following:

- meeting deadlines for submitting written responses to reading, defining your topic, completing a bibliographic essay, writing a 2-page prospectus, submitting a rough draft, and participating in peer review.
- attendance and participation at class meetings and individual meetings as scheduled with instructor.
- completion of assigned reading
- in-class presentation of your project. This will consist of a ten-minute presentation on your topic, followed by questions from the class and instructor.

### **Required reading**

- Richard Marius and Melvin E. Page, *A Short Guide to Writing About History* 6<sup>th</sup> edition (available at UGA bookstore)
- William Strunk, Jr., *The Elements of Style*
- Selected essays (as described in the syllabus; available through online reserve, UGA library) PASSWORD = WOMEN

### **Evaluation**

- Final thesis: 70%
- Oral presentation: 10%
- Participation in full-class, small group, and individual meetings: 20%

**On-time completion of written responses to reading, topic, bibliographic essay, prospectus, and rough draft**

These assignments are not individually graded. However, failure to complete any one of these assignments in a thorough and timely manner will result in a one-half letter drop in the final thesis grade. For instance, failure to turn in a topic on time would result in a final paper grade of “B” being dropped to a “B-.” Failure to turn in any 2 items on time, say the topic and rough draft, would result in a two-step drop (a “B” would become a “C+), and so forth.

**Peer review**

Full participation in the peer review of rough drafts is a **requirement** of the class. Failure to participate will result in a one-half letter drop in your grade *for the course*. (Thus, a final course grade of B- would become a C+, for example).

**Attendance policy:**

The class meeting schedule is carefully spelled out in this syllabus, and it is your responsibility to keep track of required individual and full-class meetings. If you miss 3 scheduled meetings (full class or individual), your grade *for the course* will drop by one half letter. For every two more that you miss, an additional ½ letter grade will be deducted. (If you miss 3 meetings, a “B” will become a “B-.” If you miss five, it will become a “C+.”) With the exception of an emergency serious enough that you are working with the Office of the Vice President of Student Affairs, there are NO EXCUSED ABSENCES, so please hoard your “free” absences carefully.

Habitual tardiness is disrespectful and disruptive to the instructor and your fellow students and will negatively affect your grade.

**Please note:**

All academic work must meet the standards contained in “A Culture of Honesty.” Each student is responsible to inform themselves about those standards before performing any academic work.

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

## Class Schedule

### *Week One:*

Tuesday, August 18: Introduction

Discussion of semester timeline and guidelines for researching and writing the final paper

Thursday, August 20: Avoiding mistakes, creating success

Reading: Introduction, and ch.1-3 in *A Short Guide to Writing About History*. Which points made by the authors might be most helpful to you? According to the authors, what are common mistakes made by student researchers/writers? What strategies can be used to avoid these mistakes and establish conditions for success?

**Also:** Read and analyze the Sample Student Research Paper, Appendix A in *A Short Guide to Writing About History*. 195-207. Answer questions on p. 209. Bring **2 copies** of your answers to these questions (typewritten) to class.

Tuesday, August 25: Developing a topic (I): A New South?

Reading: Chapter 4 in *A Short Guide to Writing About History*, along with the following essays (available on online reserve at UGA library)

LeighAnn Whites, "Rebecca Latimer Felton and the Problem of 'Protection' in the New South"

Clayton McClure Brooks, "Unlikely Allies: Southern Women, Interracial Cooperation, and the Making of Segregation in Virginia, 1910-1920"

Audrey Thomas McCluskey, "Most Sacrificing Service" The Educational Leadership of Lucy Craft Laney and Mary McLeod Bethune"

Answer questions provided by instructor. Bring **2 copies** of your answers to these questions (typewritten) to class.

Thursday, August 27: Developing at topic (II): The Depression and Wartime South

Reading (available from online reserve): Cheryl Thurber, "The Development of the Mammy Image and Mythology"

Sarah Mercer Judson, "Solving the Girl Problem: Race, Womanhood, and Leisure in Atlanta during World War I"

Landon R. Y. Storrs, "Gender and Sectionalism in New Deal Politics"

Melissa A. McEuen, "Exposing Anger and Discontent: Ether Bublely's Portrait of the Upper South during World War II"

Answer questions provided by instructor. Bring **2 copies** of your answers to these questions (typewritten) to class.

Tuesday, September 1: Developing a topic: (III): The Post-War South

Reading (available from online reserve): Pippa Holloway, "Searching for Southern Lesbian Identity"

Jane Sherron De Hart, "Second Wave Feminism(s) and the South: *The Difference That Differences Make*"

Alisa Y. Harrison, "Women's and Girls' Activism in 1960s Southwest Georgia: Rethinking History and Historiography"

Joanna Bowen Gillespie, "Sarah Patton Boyle's Desegregated Heart"

Answer questions provided by instructor. Bring **2 copies** of your answers to these questions (typewritten) to class.

Thursday, September 3: Developing and analyzing source material: Case study—

Speeches of Women Civil Rights Activists

Reading (available from online reserve): "Introduction" to *Women and the Civil Rights Movement, 1954-1965*; Mamie Till Bradley, "I Want You to Know What They Did to My Boy;" Priscilla Stephens, "KPFA Broadcast, Berkeley, CA;" Casey Hayden, "National Student Association Convention," Anne Braden, "Annual Convention of SCLC, Birmingham, AL;" Marion King, "SNCC Meeting, Nashville, TN;"; Jane Schutt, "Congressional Subcommittee;" Pauli Murray, "National Council of Negro Women, Leadership Conference, Wash. DC."

Answer questions provided by instructor. Bring **2 copies** of your answers to these questions (typewritten) to class.

Tuesday, September 8: Library Instruction I

Meet in the Hargrett Room of the Main Library

Thursday, September 10: Library Instruction II

Meet in the first floor instruction room of the Main Library

Tuesday, September 15: **Individual typewritten topic descriptions (one page) due in class—no exceptions!** In your description, explain the following: What has drawn you to this topic? Why do you think it is interesting and important? What do you think are the strengths and weaknesses, or particular challenges, of the topic? Be prepared to participate in discussion of your topic (and topics of others) in class.

**\*\*\*\*Begin period of individual research/meetings with instructor.  
Next full class meeting will be November 10\*\*\*\***

Thursday, September 17: Individual research (Groups B and C) and scheduled meetings with instructor (Group A). **GROUP A: Bring your bibliographic essay to your scheduled meeting.**

Directions for bibliographic essay: Prepare a 2-page typewritten paper describing the primary and secondary sources you will use in your research. What are the most important primary sources? What are the key secondary sources? What are the strengths and weaknesses of the sources? What challenges do you anticipate facing in your research? How do you plan to meet these challenges?

Tuesday, September 22: Individual research (Groups A and C) and scheduled meetings with instructor (Group B). **GROUP B: Bring your bibliographic essay to your scheduled meeting.**  
Directions for bibliographic essay: Prepare a 2-page typewritten paper describing the primary and secondary sources you will use in your research. What are the most important primary sources? What are the key secondary sources? What are the strengths and weaknesses of the sources? What challenges do you anticipate facing in your research? How do you plan to meet these challenges?

Thursday, September 24: Individual research (Groups A and B) and scheduled meetings with instructor (Group C). **GROUP C: Bring your bibliographic essay to your scheduled meeting.**  
Directions for bibliographic essay: Prepare a 2-page paper describing the primary and secondary sources you will use in your research. What are the most important primary sources? What are the key secondary sources? What are the strengths and weaknesses of the sources? What challenges do you anticipate facing in your research? How do you plan to meet these challenges?

Tuesday, September 29: Individual research (Groups B and C) and scheduled meetings with instructor (Group A) **GROUP A: Bring two copies of your 2-page prospectus to your scheduled meeting.** Also, read chapter 5 in *A Short Guide to Writing About History*. Instructions for prospectus: Write a 2-page prospectus in which you explain in detail your plans for this project. What is your topic and why is it important? How is it situated vis-à-vis other historians' work? What is the primary resource base? What shape do you think the paper take?

Thursday, October 1: Individual research (Groups A and C) and scheduled meetings with instructor (Group B) **GROUP B: Bring two copies of your 2- page prospectus to your scheduled meeting.** Also, read chapter 5 in *A Short Guide to Writing About History*. Directions for prospectus: Write a 2-page prospectus in which you explain in detail your plans for this project. What is your topic and why is it important? How is it situated vis-à-vis other historians' work? What is the primary resource base? What shape will the paper take?

Tuesday, October 6: Individual research (Groups A and B) and scheduled meetings with instructor (Group C) **GROUP C: Bring two copies of your 2-page prospectus to your scheduled meeting.** Also, read chapter 5 in *A Short Guide to Writing About History*. Directions for prospectus: Write a 2-page prospectus in which you explain in detail your plans for this project. What is your topic and why is it important? How is it situated vis-à-vis other

historians' work? What is the primary resource base? What shape will the paper take?

Thursday, October 8: **Continue research!** Instructor available for optional meetings. Please e-mail in advance for appointment. Read chapters 6, 7, and 8 in *A Short Guide to Writing About History*

Tuesday, October 13 and Thursday, October 15: **START WRITING (if you haven't already)!!!** Instructor available for optional meetings. Please e-mail in advance for appointment. Read *The Elements of Style* (Parts II and III) as you begin to write.

Tuesday, October 20: Rough drafts and continue writing  
**\*\*\*Rough drafts (minimum 5-7 pages) due by noon in instructor's office.**

Thursday, October 22: Continue writing. Instructor available for optional meetings by appointment.

Tuesday, October 27:  
Required meetings with instructor (**Group A**) at individually scheduled times, to go over rough drafts. Continue writing (Groups B and C).

Thursday, October 29: Required meetings with instructor (**Group B**) at individually scheduled times, to go over rough drafts. Continue writing (Groups A and C).

Tuesday, November 3: Required meetings with instructor (**Group C**) at individually scheduled times, to go over rough drafts. Continue writing (Groups A and B).

Thursday, November 5: Continue writing.

Tuesday, November 10: Meet as a full class to exchange papers and receive guidelines for review. Each student must bring 4 "clean" copies of most recent draft to class.

Thursday, November 12: Meet as full class for peer review. Students are expected to come to class with written comments on fellow students' papers and to participate constructively in a discussion of fellow students' papers in small group; please follow guidelines provided by instructor and *The Elements of Style*.

Tuesday, November 17: Continue writing and revising. Instructor available for meetings by appointment

Thursday, November 19: FINAL PRESENTATIONS GROUP C

**HAPPY THANKSGIVING!**

Tuesday, December 1, FINAL PRESENTATIONS GROUP B

Thursday, December 3: FINAL PRESENTATIONS GROUP A AND WRAP-UP

**\*\*\*FINAL PAPER DUE ON MONDAY, DECEMBER 7, BY NOON. NO EXCEPTIONS!!!\*\*\***