

General Education Course Proposal

Proposed Course: Hist/WS 101 Women in History Units 3
Prefix No. Title

Department: History/Women's Studies School: Social Sciences



GE Category (Indicate one category only):

Foundation: A1___; A2___; A3___; B4___
Breadth: B1___; B2___; C1___; C2___; D___; E___
Integration: B___; C___; D X; International/Multicultural___

Existing Course X; Revised Course___; New Course___

Course Included in Current GE Program___

New courses require the Undergraduate Course Proposal form in addition to this form.

Revised courses require the Undergraduate Course Change Request in addition to this form.

Proposed catalog description: Limit course description to 40 words using succinct phrases. Include prerequisites, limitations, lecture/lab hours. Indicate former course number, e.g., (Former Biol 105)

Historical survey of women's roles in history with an emphasis on the emergence of the feminist movement.

Enrollment limit per section: 40

Expected number of sections per semester – Year 1 4; Year 3 4

Attachments:

1. A statement presenting the ways in which this course meets the Specifications provided in the appropriate section of the General Education Policy as well as in the Policies for Inclusion and Evaluation of General Education Courses.
2. A statement of elements common to all sections of this course, identifying content, objectives, required student activities, grading policy, representative texts, and an approximate schedule for the course. Required student activities include such things as papers, research projects, homework, laboratory and/or studio performance, recitations, participation, attendance, and exams.
3. A typical syllabus for a particular offering of the course.
4. Any special cost factors associated with this course.

Approval for Inclusion in General Education

see next page
Department Chair Date

see next page
School Dean Date

[Signature] 4/2/04
Associate Provost Date

see next page
School Curriculum Committee Date
Robert D. Merrill 4/2/04
General Education Subcommittee Date

Forward Original and TWELVE copies to:
Associate Provost for Academic Affairs, M/S TA 54

ATTACHMENT 2: COMMON OBJECTIVES, COMMON COURSE CONTENT AND GENERAL SYLLABUS

Common Objectives:

Women in History addresses the critical role women have played in shaping American society from a multicultural perspective. The course also examines how politics, economics, the law, religion, war and ideology have shaped women's lives.

Students will learn the basic developments in the lives of American women from the late sixteenth century to the present, within a framework that compares and contrasts the multicultural experience. They will learn to identify these developments, continuities and changes, and to develop explanations for how and why events developed in the ways that they did.

Students will be able to reflect that knowledge through historical writing and discussion.

Students will develop an understanding of the uses of primary and secondary sources in history.

Students will develop an ability to analyze primary and secondary sources. This work will enhance students' critical reading skills and also their appreciation of the work of historians and other social scientists.

Common Content:

In order to emphasize the above themes and objectives, all sections of this course will study the following issues (see general syllabus for more information):

Colonial America

The Era of the American Revolution:

Women's Sphere in the Industrial North 1800-1860

The South: Enslaved Women 1800-1860

The Civil War and Reconstruction Era

Women in the Trans-Mississippi West 1800-1900

Women at Work, 1860-1920:

The Rise of the New Woman, 1860-1920

Suffrage, 1848-1920

Women in the 1920s

The Crisis of Depression and War

Women and Civil Rights

Women in Post-War America, 1945-1960

The Women's Movement of the 1960s & 1970s

Recent Challenges for Women, 1980-present

Required Activities:

All students are to take one or two mid-term examinations, as determined by the instructor, and a final examination. Such examinations will be either essay examinations or a combination of short-answer questions and essay questions. In addition, essay papers and/or research papers will be required to bring the writing total to at least 4,000 words.

**ATTACHMENT 2: GENERAL SYLLABUS PROPOSED COURSE
WOMEN IN HISTORY**

Instructor:

Office Location:

Office Hours:

Office Phone:

e-mail:

Class Time:

Class Location:

Catalog Description:

Historical survey of women's roles in history, with an emphasis on the emergence of the feminist movement.

Required Readings:

Individual Instructors will choose a Women in History textbook and accompanying reader or individual monograph(s).

Representative Texts:

Nancy Woloch, *Women and the American Experience*

Sara M. Evans, *Born for Liberty: A History of Women in America*

Riley, Glenda, *Inventing the American Woman: An Inclusive History*. Vols. 1 and 2

Kathryn Kish Sklar & Thomas Dublin, *Women and Power in American History*. Vols. 1 and 2.

Mary Beth Norton and Ruth M. Alexander, eds., *Major Problems in American Women's History*

Vicki Ruiz & Ellen Carol DuBois eds., *Unequal Sisters: A Multicultural Reader in U.S. Women's History*

Jacqueline Jones, *Labor of Love, Labor of Sorrow: Black Women, Work and the Family, from Slavery to the Present*

Nancy F. Cott, *The Bonds of Womanhood*

Sandra Myres, *Westering Women and the Frontier Experience, 1800-1915*

Fees: There are no fees attached to this course.

Goals of the Course:

1. To understand women's lives within the context of social, cultural, and political developments in United States history.
2. To understand women's contributions to American history.
3. To recognize the experiences and contributions of different cultural groups to United States history.
4. To recognize and understand how individuals, groups, ideas, and beliefs shape and are shaped by historical developments.
5. To demonstrate the ability to think and write critically, consider historical interpretations, and learn to analyze cause and effect with regard to important historical events.
6. To develop an understanding of the uses of primary and secondary sources in history.
7. To develop a basic familiarity with the use of technology in history. Students will be able to locate, assess and read sources on the World Wide Web.

Course Requirements:

1. Exams. Exams will test mastery of the material.
2. Papers. The University General Education policy states that each course in upper division GE must have a 4,000 word writing requirement. Accordingly each student will be required to complete the writing assignments, consistent with the GE Policy.
3. Participation. Students will be expected to attend class and to discuss reading and topics from an informed basis.

Grading Policy:

Each syllabus will contain a grading policy which apportions points/credit to each assignment. It will also contain a grading scale and an explanation of how grades will be assigned.

Eligibility for passing grade: To be eligible for a passing grade in this course, the student must complete all the writing assignments and earn a D or higher in the course.

Attendance Policy:

Each instructor will determine an attendance policy.

Academic Honesty -Cheating and Plagiarism:

“Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work.” Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism,

refer *Schedule of Courses* (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Disruptive Classroom Behavior:

“The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which student and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. ... Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.”

Computers:

In this course I will be asking you to look for sources on the internet that we will then use in classroom discussion. You should regard this in much the same way as you would regard an assignment which required you to use the library, i.e. as a necessary part of your education. “A California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all of the recommended software In the curriculum and class assignments, students are presumed to have 24 hour access to a computer workstation and the necessary communications links to the University’s information resources.” [University Catalog]

Students with Disabilities:

Upon identifying themselves to the instructor and university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in Madden Library 1049 (278-2811).

Course Topics:

The order and emphasis in coverage of these topics may vary according to discretion of instructor and in light of specific textbook used.

Colonial America:

Native American Women, European Women, African Women

The Era of the American Revolution:

Women in the War and on the Homefront; Republican Motherhood

Women’s Sphere in the Industrial North 1800-1860

Cult of Domesticity, Women & the Law, Education, Wage-Earning Women, Immigration, Benevolence and Reform

White Women’s Sphere in the Slave South 1800-1860

African-American Women in the Slave South

The Civil War and Reconstruction Era

Women in the Trans-Mississippi West 1800-1900

Women at Work, 1860-1920:

Immigrants, Urban Life, Wage-Earning Women, Labor Reform, New Occupations

The Rise of the New Woman, 1860-1920

College & Professional Women, Changing Homemaker, Reformers

Suffrage, 1850-1920

Women in the 1920s

Feminism, Migrants & Immigrants, Consumerism, New Morality

The Crisis of Depression and War

Women's New Deal, Working Women, World War II

Women of Color in Post-War America, 1950-1975

Suburban Housewives, Working Women, Civil Rights & Women's Liberation

Women in Recent Times - Since 1975

Immigration, Ethnicity, and Diversity, the Law, the Workplace, the Home

Please Note:

I reserve the right to adjust this syllabus under extenuating circumstances.

**ATTACHMENT 3: A TYPICAL SYLLABUS FOR A PARTICULAR
OFFERING OF THE COURSE**

**Women's Studies 101 / History 101: Women in History
CSU Fresno, Spring 2003**

Professor Jill Fields
Office: Social Sciences 216; 278-5414
Office Hours: T/Th 1-3:30, and by appointment
Email: jfields@csufresno.edu

T/Th 11-12:15 Social Sciences 208
T/Th 3:30-4:45 Social Sciences 104

Webpage: <http://zimmer.csufresno.edu/~jfields>

Catalog Description:

Historical survey of women's roles in history, with an emphasis on the emergence of the feminist movement.

Course Description:

This course is a survey of women's history in the United States from the colonial period to the present. Topics include American Indian, European and African women from the pre-national through modern periods, women's participation in the American Revolution and Early Republic, the effects of industrialization on the economic power and social prestige of women in the ante-bellum era, the development and effects of "separate spheres" for men and women, women and nineteenth-century reform movements (e.g., moral reform, abolition, female suffrage, temperance, dress reform, education), women in the Progressive Era, women and immigration, twentieth-century feminism and gender politics, women and war, conservative women, gender and popular culture, and contemporary women's issues. The course will also address debates within the field of women's history, especially those regarding differences and diversity among women, and consider questions that the specialized study of women raises within the discipline of history. These questions include how and why women were excluded as subjects of historical inquiry and how the inclusion of women's history changes perspectives of United States history as a whole.

Required Texts:

Patricia Cline Cohen, *The Murder of Helen Jewett*
Deborah Gray White, *Ar'n't I A Woman*
Mary Odem, *Delinquent Daughters*
Ruiz, *Cannery Women, Cannery Lives*
Course Reader (handouts, most are available online)

Recommended Texts:

Nancy Woloch, *Women and the American Experience* (concise edition)
Baxandall & Gordon, editors, *Dear Sisters: Dispatches from the Women's Liberation Movement*

Recommended Websites

The Learning Project: www.nwhp/tlp/main/main.html
The Learning Project links to topics in women's history: www.nwhp.org/tlp/links/links.html
Women and Social Movements in the United States: www.womhist.binghamton.edu

Course Goals:

1. To understand women's lives within the context of social, cultural, and political developments in United States history.
2. To understand women's contributions to American history.
3. To recognize the experiences and contributions of different cultural groups to United States history.
4. To recognize and understand how individuals, groups, ideas, and beliefs shape and are shaped by historical developments.
5. To demonstrate the ability to think and write critically, deal with historical interpretations, and learn to analyze cause and effect with regard to important historical events.
6. To develop an understanding of the uses of primary and secondary sources in history and enhance abilities to critically analyze them.
7. To develop a basic familiarity with the use of technology in history. Students should be able to locate, assess and read sources on the World Wide Web.

Course Requirements:

- 1) Thoughtful reading of assigned texts by dates noted.
- 2) Class attendance and participation (10% of grade). Class participation includes contributions to class discussions, and may also include in-class quizzes given at the discretion of the professor. Consistent attendance is expected, including Library Workshop February 4. If you miss class, you remain responsible for materials covered, including possible schedule changes.
- 3) 1-2 page papers assigned to prepare for all book/reading discussions, such as discussion questions, selection and analysis of significant quotes, or summaries. (10% of grade total for all discussion assignments). Due the day we discuss each reading assignment.
- 4) Two mid-term examination of 6-8 pages each based upon lectures, required readings, and discussions (each exam 20% of final grade). Each mid-term exam consists of 2 short term identification essays of ½ to 1 page each and 2 longer essays of 2 ½ to 3 ½ pages each.
- 5) Primary research report (10% of grade). A 3-4 page report summarizing a newspaper or magazine article on an event in women's history of your choice. Students will sign up for due dates and present their findings in class. This assignment may also be on the topic of your research paper.
- 6) A 1-2 page description of your research paper topic and preliminary list of sources. (5% of grade). Due April 3.
- 7) A 10-12 page research paper on a women's history topic of your choice utilizing primary and secondary sources (25% of grade). Due May 13 (11-12:30) or May 15 (3:30-4:45).



Course Assignments: General Guidelines and Grading Criteria

All papers must be typed, double-spaced with standard margins (1-2 page assignments may be single-spaced), proof-read, spell-checked, include page numbers, and be turned in on time to be eligible for full credit. Papers more than one week late will not be accepted. Grades are based on an assessment of both the content and form of each paper. Criteria for this assessment include:

- ▶ the accuracy and relevance of historical information presented
- ▶ the quality of analysis and thoughtful interpretation of this evidence
- ▶ the organization and construction of your argument
- ▶ the clarity of expression and eloquence of your writing.

Grammatical errors of a basic nature undermine the accuracy, clarity, and persuasive force of your paper, and therefore lower the grade given to your paper. Original thinking, passionate engagement with the text and topic, succinct phrasing, and creative use of language which enhance the presentation of your evidence and the power of your argument raise the grade assigned.

Course Participation

10% of your overall grade is based on class participation. This emphasis is designed to encourage all students to take an active part in creating the content and form of our study of U.S. women's history this semester. Every student has the opportunity to contribute to the success of the class and to the education of fellow students. Participation in class discussions can include asking questions, venturing opinions, and posing hypotheses. Students are also encouraged to bring additional information into our discussions by sharing areas of expertise and relevant personal experience. Exceptional class attendance and outstanding participation will result in extra credit being added to your final course grade.

Course Grade

The grade for the course may be based upon more than just the mathematical calculation of grades received on required assignments. Class participation which demonstrates a strong engagement with the content and texts, improvement in the quality of analysis and writing over the course of the semester, and evidence of intellectual development can all contribute to your final grade.

Grading Scale:

A = 90-100

B = 80-89

C = 70-79

D = 55-69

F = below 55



Course Outline:**

▶ Week 1: January 14-16

Introduction to the course and each other; sex, gender and history

Women's History: What's the difference?

Reading for discussion 1/16: Susan Glaspell, *Trifles* (Course Reader;
www.itech.fgcu.edu/faculty/wohlp/ara/ghaspell.htm)

▶ Week 2: January 21-23

American Indian tribal society and gender

The impact of conquest

Reading: Woloch, chapter 1

Reading for discussion 2/23: Green, "The Pocohontas Perplex" and Jensen, "Native American Women and Agriculture: A Seneca Case Study" (Course Reader)

▶ Week 3: January 28-30

Colonial families in the north; witchcraft trials

Documentary: *A Midwife's Tale* (88 min)

Reading: Woloch, chapter 2

▶ Week 4: February 4-6

2/4 – Library Research Workshop

Meet in Library Electronic Classroom #2041 (11-12:15), #2204 (3:30-4:45)

"All men are created equal:" Women and the American Revolution

Reading: Woloch, chapter 3

▶ Week 5: February 11-13

Industrialization and gender

The Cult of Domesticity

Reading for discussion 2/13: print out an article from Godey's Lady's Book found at

www.uvm.edu/~hag/godey/godeytitle.html or www.history.rochester.edu/godeys/

▶ Week 6: February 18-20

Women and the institution of slavery in the U.S. south

Reading for discussion: *Ar'n't I a Woman*, chapters 1-2 (2/18), chapters 3-5 (2/20)

▶ Week 7: February 25-27

Female moral reform, abolition and the 19th-century "woman movement"

Reading for discussion 2/25: "The Declaration of Sentiments" (Course Reader;

www.womensrightsforever.org/declaration1848.html)

Class and gender in Victorian America

Reading for discussion 2/27: *The Murder of Helen Jewitt*, chapters 1, 2, 4, 6,

Reading: Woloch, chapter 4

▶ Week 8: March 4-6

Sexuality and prostitution

Reading for discussion 3/4: *The Murder of Helen Jewitt*, chapters 8, pp. 225-229, 12-16, epilogue

Women and the Civil War

Reading for discussion 3/6: *Ar'n't I a Woman*, chapter 6

▶ Week 9: March 11-13

The New Woman: North, South, East, West

Ida B. Wells (documentary)

Gender, class, race and progressivism

Reading: Woloch, chapter 5

Reading for discussion 3/13: *The Yellow Wallpaper* (Course Reader;

www.library.csi.cuny.edu/dept/history/lavender/wallpaper.html)

▶ Week 10: March 18-20

Female immigrants

Working-class cultures

Reading for discussion 3/18: *Delinquent Daughters*, chapters 1-3

Reading for discussion 3/20: *Delinquent Daughters*, chapters 4-6

Reading: Woloch, chapter 6

▶ Week 11: March 24-26

Spring Break

▶ Week 12: April 1-3

Achieving suffrage: feminism's first wave

Flappers and Fashion in the 1920s: *It* (72 minutes, 1927)

Reading: Woloch, chapters 7-8

Research paper proposal due April 3

▶ Week 13: April 8-10

Women, work and leisure in the 1920s and New Deal era

Reading for discussion 4/10: *Cannery Women, Cannery Lives*

Reading: Woloch, chapter 9

▶ Week 14: April 15-17

Gender and diverse experiences of war

Post-war America: reshaping the domestic ideal

Reading: Woloch, chapter 10

▶ Week 15: April 22-24

Individual meetings to discuss research papers
Individual meetings to discuss research papers

▶ Week 16: April 29-May 1

Civil rights and second wave feminism
Second wave documents discussion

Reading for discussion 5/1: the chapter of your choice from Baxandall and Gordon

Reading: Woloch, chapter 10, pp. 350-355

▶ Week 17: May 6

Women and community activism

Reading for discussion 5/6: Mary Pardo, "Creating Community: Mexican American Women in Eastside Los Angeles"; Sharon Bays, "Work, Politics, and Coalition Building: Hmong Women's Activism in a Central California Town" (Course Reader)

Reading: Woloch, chapter 11

****Please note the following:**

Course Schedule: Under extenuating circumstances the professor reserves the right to modify this syllabus regarding course content. The schedule may also be modified according to student interest and demand regarding specific subjects listed below. Topics, assignments and due dates are subject to change at discretion of professor.

Eligibility for passing grade: To be eligible for a passing grade in this course, the student must complete all the writing assignments and earn a D or higher in the course.

Computers: In this course I will be asking you to look for sources on the internet that we will then use in classroom discussion. You should regard this in much the same way as you would regard an assignment which required you to use the library, i.e. as a necessary part of your education. "A California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all of the recommended software In the curriculum and class assignments, students are presumed to have 24 hour access to a computer workstation and the necessary communications links to the University's information resources." [University Catalog]

Academic Honesty -Cheating and Plagiarism: "Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form

of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer *Schedule of Courses* (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Disruptive Classroom Behavior: "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which student and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. ... Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

On Courtesy: Please show respect for your fellow classmates:

1. Arrive in class on time. If circumstances dictate that you must arrive late to class be courteous and quiet upon entering.
2. If you must read outside material during class time - do not do it in the classroom.
3. Talking (except in discussions) and chewing gum loudly are distracting to your fellow students and the professor. Be courteous.

Students with Disabilities: Upon identifying themselves to the instructor and university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in Madden Library 1049 (278-2811).

Women's Studies/History 101: Women in History – Jill Fields
Spring 2003 – Primary Research Assignment Guidelines

General Requirement

A 3 to 4 page paper describing and analyzing a newspaper or magazine report on a women's history person, event or issue published at the time the event took place. Students sign up for their due dates for the paper, and will present their topic in class (presentation counts toward class participation grade).

What to Include

There are three parts of equal importance to the paper:

- 1) summary of event, issues, or debates (addressing the who, what, why, when, and where questions).
You will need to cite your source(s), and will need to refer directly to the article(s) you have selected.
- 2) brief description of historical background or themes of U.S. women's history relevant to understanding more about, and explaining the significance of event, issues, or debates.
- 3) your analysis and conclusions regarding the event and the historical trends and themes raised in the reporting of this particular person, event, issue or debate.

Questions to Consider

Here are some questions that may be helpful in thinking about how to analyze your primary source (it is not a requirement that you answer them):

How do the events, issues or debates relate to the larger context of national trends and historical change taking place during that period?

Are these larger issues being considered by those directly involved, by news reporters or by the public? If so, how are these issues being considered? If not, can you determine why?

Does reporting on the event rely upon "generic conventions" of stories our culture tells us about race, class or gender or about the structure of narrative itself?

What additional evidence might you need to more fully investigate the event and how it was reported?
What sources might provide that evidence?

Remember

- 1) Pick a topic that interests you!
- 2) You can discuss topic ideas or get help with a rough draft during office hours.
- 3) Include a photocopy of the article(s) you have selected with your paper.

Microfilm

Microfilm of local and national newspapers and magazines are located on the third floor in the Henry Madden Library. If you have never used microfilm before, don't hesitate to ask for assistance!

The NY *Times* microfilm begins in 1857 and the *Times* index covers the 20th century; the Los Angeles *Times* microfilm begins in 1969, the index starts with 1972. There is a card index of the Fresno *Bee* on microfilm, but it is very hit or miss.

The *Reader's Guide to Periodical Literature* is an important source for locating magazine articles and dates to look for on newspaper microfilm. Looking at the *Reader's Guide* subject headings and the titles of articles on an event provides a sense of the terms in which a particular trial is being discussed and the amount of coverage received. Some dates of the *Reader's Guide* are now searchable online. Additional indexes and guides are located in the Reference section of the Library; ask the Reference Librarian for assistance in finding them.

Microfilm or bound hard copy primary sources in our library include:

Good Housekeeping [1916], bound 1975-1981, call number TX1 G7; microfilm 1980-present

Harper's Bazaar [1901], bound 1947-1981, call number AAP2 H3; microfilm 1981-present

Independent, bound 1898-1928, call number AP2 I55

Ladies Home Journal [1889], bound 1969-1981, call number fAP2; microfilm 1981-present

The Ladies Weekly Museum, microfilm 1817-1823

Life, bound 1936-1972, call number fAP2 L547

Look, bound 1937-1971, call number fAP2 L79

Ms. [1972], bound 1973-1982, call number HQ 1101 M55; microfilm 1981-present

Newsweek [1933], bound 1934-1981, call number AP2 N6772; microfilm 1933-present

Off Our Backs, microfilm 1970-present

Saturday Evening Post, bound 1944-1969, 1972-1999, call number AP2 S2

Time [1923], bound 1925-2000 (incomplete), call number AP2 T37; microfilm 1923-present

Vanity Fair, bound 1914-1936 (incomplete), call number fAP2

Vogue, microfilm 1940-1977, 1981-2000 (incomplete); bound 1946-1982, call number fTT500

Periodicals with A-P call numbers are on the fourth floor; Q-Z on the second floor, with current unbound issues by the elevators on the first floor. The "f" preceding some call numbers stands for "folio" or oversized, and are located on the mezzanine level in the library.

**Women's Studies/History 101: Women in History
Spring 2003 -- CSU Fresno -- Jill Fields**



RESEARCH PROPOSAL GUIDELINES – PROPOSAL DUE APRIL 3

✱ Your 1-2 Page Research Topic Proposal (plus primary and secondary source list) should:

*include a working title

*describe your research topic (time frame, particular context, the story)

*discuss the larger questions your research will address (wider context, significance)

*list primary and secondary sources (those you've already found and those you still need to pursue)

*provide some idea of the conclusions you may draw from your research (your thesis or argument)

Remember:

This is a work in progress. The proposal will help you focus your topic, get clear about available sources, and think about how you will utilize them to make an argument. You may be tentative in your conclusions at this time, and all is subject to change!



RESEARCH PAPER GUIDELINES – PAPER DUE MAY 13 OR MAY 15

✱ Your 10-12 page double-spaced research paper must include:

*Use of primary sources, such as oral histories, newspapers, magazines, sound recordings, films, literature, government or other documents. (Minimum of 3 primary sources required).

*Use of secondary sources, such as books and journal articles about your topic. These sources can be found by using the library's online catalog and databases such as *Academic Index*, *America: History and Life*, *JSTOR*, and *Project Muse*. Ask the reference librarian for assistance in locating sources, and using databases. (Minimum of 4 secondary sources required, with at least 1 journal article). Attendance at Library Research Workshop February 4 is critical for learning database research skills.

*An introduction giving an overview of the topic--main focus, time frame, larger context, important themes, persons or events (approximately 3-4 paragraphs, or 1-2 pages). What is the story you are telling? Why is it important?

*The body of the paper, a logical presentation of your research. This may mean moving chronologically through the material to tell your story, or deciding which part of the story--the sub-topics--works

best first, second or third. You may even want to divide the body of the paper into distinct separate sections (let's say approximately 2-4 parts, each two to four pages) to clearly organize your material in your mind and for the reader.

- *A conclusion reviewing and nailing down your analysis of the material covered. What are the larger implications of your research and argument?
- *A citation method of your choice. Footnotes, endnotes, MLA or social science formats are all acceptable, as long as the format you choose is done correctly and consistently. See format sheets available in the reference section of our library for detailed information about how to cite sources, or references such as Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*.
- *You may include illustrations, but they must be captioned and referred to in the text. For example, "[See Figure 1]." You cannot assume that the reader will infer the meaning you intend from an image.
- *A bibliography (in addition to the 10-12 pages) listing your primary and secondary sources. List primary sources first, alphabetically by author or by title if no author credit is given. Then list secondary sources alphabetically by author.

*Page numbers

Remember:

- *It can be intimidating to think about writing a research paper, especially if you do not have much prior experience. If you feel overwhelmed by the idea of a large project, just keep in mind that if you break down the paper into subtopics, all you have to do is write an introduction (1-2 pages), body of subtopics (2-4 pages each), and a conclusion (1-2 pages) to fulfill the length requirement.
- *Pick a topic that you are really excited about! If you are truly interesting in something, doing research on the topic should be fun, not a chore. And, though writing is always a challenge, it will be a lot easier if your topic is something you are motivated to explore and share your insights about.
- *Some of your research may already be completed! Feel free to utilize information and to draw upon materials we have covered in class. You may use (and cite, of course) any required films, books or articles as sources of information, ideas and approaches for your paper.
- *Plagiarism is a serious offense and can result in a failing grade on your paper and in the course. Make sure to put all direct quotes within quotation marks and to cite these quotes properly. It is also important to cite passages which contain significant facts.