

Prof. Ronnie Grinberg
1493-010
Spring 2017

First Paper

Overview: The papers in this course are exercises in research and writing. They are designed to enhance both analytical and communication skills and to provide a deeper understanding of history.

Assignment: Using **four** primary sources from the list below, answer the following question(s): How do these documents and their authors reflect the “New Woman” of the late nineteenth and early twentieth centuries? What types of freedoms did women demand in these years?

- Elizabeth Cady Stanton, “Home Life” (ca. 1875)
- Frances E. Willard, *Women and Temperance* (1883)
- Ida B. Wells, *Crusade for Justice* (ca. 1892)
- Charlotte Perkins Gilman, *Women and Economics* (1898)
- Margret Sanger, “Freedom Motherhood” (1920)
- Carrie Chapman Catt, *Address to Congress on Women’s Suffrage* (1917)

These documents can be found in your *Voices of Freedom* collection edited by Eric Foner and at <http://explorehistory.ou.edu>.

To properly analyze primary sources you should utilize secondary sources: the textbook by Glenda Gilmore and Thomas Segrue and Jill Lepore’s “The Last Amazon,” found in your course reader and also available here:

<http://www.newyorker.com/magazine/2014/09/22/last-amazon>

The following website may also prove helpful:

<https://dp.la/primary-source-sets/sets/the-new-woman>

Other Directions:

- This paper is worth 100 points (out of 1000 for the class grade), or 10%.
- It is due on Canvas by 9 AM Monday, February 13 and a hardcopy is due in lecture that day.
- It should be 1000-1250 words (3-4 pages in 12-point font).
- Your essay must have a title that reflects your core theme or argument.
- Proofread your paper carefully to avoid spelling and grammatical errors.
- You must include footnotes and a bibliography in *Chicago Manual of Style*. See the citation guide at:

<http://explorehistory.ou.edu/wp-content/uploads/2013/07/CitationGuide2014.pdf>

Writing the Essay: <http://explorehistory.ou.edu> features tutorials to help you with the following essential elements of a strong paper:

- **Crafting a Thesis:** A strong thesis goes beyond simply reporting what you found; it uses the evidence to broaden, qualify, or even contradict our understanding of an important theme in U.S. history. Your thesis may emerge gradually as you wrestle with your documents in early drafts. In your finished paper, however, feature your thesis in the introduction.
- **Working the Evidence:** Most of a history essay should consist of “evidence paragraphs,” which develop and support the thesis with primary source analysis and quotations. Quote when you’ve made an assertion your reader is unlikely to accept without proof. After you quote, always explain: try to tease unforeseen implications out of the evidence; try to fend off a naysayer’s objection to your reading of the quotation.
- **Structuring the Essay:** As your paragraphs begin to emerge from this process of working the evidence, unify each one with a topic sentence, and arrange them in a sequence that builds toward your strongest claims. Your finished essay should thus feature a clearly sign-posted order as it advances from the introduction through your body paragraphs and, finally, to your conclusion. Your essays should also be clearly written and free from spelling and grammatical mistakes.