**20th Century American Women Activists @ the Intersections”  Papers ---Due December 12th**

For your second formal history paper, select an individual or organization featured in Units 3, 4, or 5, who took civic action to fix one of the specific social, economic, or political problems featured in the units.  Clearly identify and describe the single problem or issue around which they organized and acted.  Then summarize, discuss, and compare the strategies and ideas they developed to fix the problem. What goals did they achieve?  How were their views and work affected by their “social location”—their race, class, gender identity, ethnicity? What impact did they have on the course of history? What historical lesson/s about civic engagement do they offer us?

For paper 2, select a social problem & Individual or groups covered in Units 3, 4, 5-- week 10-16.

You should draw primarily from assigned course materials. Use both primary sources and secondary scholarship to support your discussion and assertions. You are encouraged to draw on relevant materials from the *Women and Social Movements in the U.S*., Database linked in the course E-Reader, and use assigned readings as a starting point. For general biographical information about individuals, reference the authoritative biographical dictionary, *Notable American Women: A Biographical Dictionary*, Volumes 1-5 (Cambridge: Belknap Press of Harvard University).  Physical copies of each volume available in our library. Please avoid non-scholarly web-based sources such as history.com.

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**Writing Guidelines & Expectations:**

**AWAI papers should follow the conventions of good academic writing!**

**Your AWAI papers should have an introduction, body paragraphs, and a conclusion.**

Start your paper with an overarching topic sentence that immediately identifies the main focus of your paper—the social problem and activists you will feature.  In your introduction, you should provide adequate historical context to orient the reader. (ie. some dates, terms, and a sense of what changed over time on this topic) You should close the introduction with a thesis statement--a supportable generalization/big assertion about what the bulk of the evidence examined about your chosen civic activist/sproves about how they worked to solve the social problem**.**

Organize the rest of your response into 7-10 well-developed paragraphs each containing a topic sentence that identifies your main idea in that paragraph, followed by supporting evidence from the course materials, and your own explanations of that material. Offer your own thoughts and evaluation of this evidence.  Remember that your supporting body paragraphs are supposed support what you asserted in your thesis statement in the introduction, while also adequately describing and contextualizing the work of these civic activists. If these groups or individuals worked in collaboration with, or were in conflict with others, that should be explained.

**Your conclusion should explain how you’ve proven your main argument and offer some reflection on the historical significance and impact of the civic activists you wrote about.  What lesson/s about the historic role of women’s civic and social activism in American history will you take with you after studying this topic?**

**Format, Length, Stylistic, and Citation Requirements**

The Basics:

Your paper should be 5-7 pages, double-spaced, 12 Pt. Times New Roman Font, standard black ink, standard 1” margins.

Your prose should be crisp, clear, grammatical, and properly punctuated. Avoid unnecessary adjectives, adverbs, or flowery, fancy language. Be sure your sentences have a subject, verb, and object. Avoid passive voice, where its not clear who did or said what. Practice “economy of language.”

Alert! You are writing a social science paper in the academic discipline of history. You should be writing in the past tense. Keep your language as formal as possible. MOSTLY, avoid the use of first person singular, “I” and “My” statements. Avoid touch-feely, self-dismissing language. For example, “I feel like …” or “It might just be my opinion, but…”  are two commonly bad ways to start a sentence in a formal academic paper. Don’t undercut the force of your assertions by admitting your ideas are based primarily on feelings or opinions rather than evaluation of evidence.  Instead, make the historical subjects you are writing about THE subjects of your paper and your sentences. Similarly, make the evidence the basis of your assertions and statements.  Personal feelings are valid. They do not provide a strong foundation for a social science paper.

Evidence and Citation

The sources should be the foundation of each paper you write.

Incorporate evidence from both primary and secondary sources effectively. Be clear about which sources/authors you are referring to. Do your best to accurately describe and explain the evidence.

Cite these sources with *Chicago Manual of Style* footnotes. Here is the link to our library’s citation methods guide for using this system. You should use the Notes and Bibliography format for books, articles, websites, etc., as indicated in the drop-down menu when clicking *Chicago Manual of Style*:

·         <https://libguides.pvcc.edu/citationstyles/chicago>

Use short quotes from primary sources to support your points but make sure the bulk of what you write is your own summary, explanation and evaluation. You want to focus on demonstrating your command of the topic and developing and supporting your ideas.

**To Submit:**Please type up your paper in a double-spaced Word document ,with a simple header that includes your name, the due date, and your paper title**.**

**In the course Canvas course shell > Go to the Formal Papers Module >>Find the correct link and upload your paper**>>>Submit

Papers will be run through the **Turn It In plagiarism** **detection**program. So don’t plagiarize, or you’ll get an F. Be sure to cite quoted material and ideas paraphrased from others.

**Suggested Activists: This is a short list—you are not limited to this list if you find someone else in course readings you want to write about. Just run it by my in your paper proposal.**

**Unit 3: The Problem/s—racism in the Jim Crow era: lynching, Black voter suppression, segregation**

Ida B. Wells                                         Septima Clark                     Diane Nash of SNCC

Jesse Daniel Ames                           Mary Talbert                      Mary White Ovington

Pauli Murray on Jim Crow             Ella Baker                           Fannie Lou Hamer

\*Zitkala Sa [an Indian Rights Activist]       Women of All Red Nations[Madonna Thunderhawk, Phyllis Young, Janet McCloud]\* We haven’t addressed this area of American women’s activism but in the interest of inclusion I’m putting them on here as an option.

**Unit 4: The Problem/s—Reproductive & Sexual Rights/Justice B.C.; Abortion Rights; Domestic Violence; Rape**

Margaret Sanger              Estelle Griswold                                                Barbara Seaman

CARASA                                Boston Women’s Health Collective           The JANE Collective

Susan Brownmiller

**Unit 5:**

**The problems: Gender-based Economic Injustice, Poverty, Work/Family Balance; electoral Politics**

Clara Lemlich                     Rose Schneiderman                        Fania Cohen                      Pauline Newman

WTUL                                    ILGWU

Florence Kelley                 Frances Perkins                                 Eleanor Roosevelt           Esther Peterson

Guion Griffis Johnson                     Caroline Ware                   Marguerite Rawalt           Dolores Huerta

Pauli Murray on Jane Crow          Betty Friedan                     Eleanor Holmes Norton                 Johnnie Tillmon

National Womens’ Political Caucus, National Organization for Women,                    Shirley Chisholm

**Problem: Sexism & Heterosexism in the Culture**

Betty Friedan, Gloria Steinem,  Florence Kennedy

Women of the Combahee River Collective, Barbara Smith, Frances Beal

Kathie Sarachild, Robin Morgan, [and other women’s liberationists featured in Dear Sisters]

Charlotte Bunch, Rita Mae Brown

**Conservative Women Activists** fighting against a variety of progressive & feminist causes: Phyllis Schlafly, other women featured in Faludi’s, *Backlash, or essays by Kathleen Blee,  Kim Nielsen, Christine Erickson,  or Joan Marie Johnson.*