

**HST 201: Historical Methods and Skills**  
**Reformers and Radicals in the United States**  
**Mondays and Wednesdays, 10:20-11:40am**  
**210A Berkey Hall**  
**Spring 2016**

**Dr. Emily Conroy-Krutz**

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**Office Hours: Tuesdays, 10-11:30am, 306A Old Horticulture**

Course Summary:

The history of the United States has been marked by consistent movements for reform and change. These can be liberal or conservative (or some combination of the two). They can be subtle, and they can be radical. What all of these movements have in common, though, is a broad concern about the state of American society and culture, and a desire to improve it. Some historians consider radicalism to be an American tradition—there from the very moment of the American Revolution and enshrined in the Constitutional desire to create a “more perfect union.” In this course, students will select a research topic of their choosing relating to some aspect of reform and radicalism in the history of the United States.

The first half of the semester will be spent as a brief survey of the history of American reform and radicalism alongside discussions of historical methodology. Assignments throughout the first half of the term will help you work towards the creation of an original research paper and a deeper understanding of historical thinking. During the second half of the semester, you will research, write, workshop, and revise your paper.

Required Readings:

The following books are available for purchase.

- Mary Lynn Rampolla, *A Pocket Guide to Writing in History* (Bedford/St. Martin's, 2015)
- Timothy Patrick McCarthy and John McMillian, eds., *The Radical Reader: A Documentary History of the American Radical Tradition* (New Press, 2003)

Links to additional readings can be found on the course D2L website.

Assignments and Grading:

This is a writing-intensive course. Your final assignment will be to produce a 15-20 page original research paper. On the way to that paper, you will complete several assignments to help you prepare for the final paper and to understand the various components of historical research.

Primary Source Paper	10%
Secondary Source Paper	10%
Special Collections Project	5%
Prospectus and Annotated Bibliography	10%
Draft Paper	10%
Presentation	5%
Workshop Feedback for Classmates	5%
Final Paper	35%
Participation	10%

**A note on participation:** Ten percent of your final grade is based on attendance and participation. Regular attendance and participation in class discussions is expected. You should come to class having completed the reading assignment for that day and prepared to answer questions about the reading that might arise during class. You are expected to be attentive to the professor and your peers in class, and to not engage in any behavior that distracts your classmates or the professor (this includes, but is not limited to, texting and non-course related use of laptop computers).

Your attendance at every class meeting is required. You are allowed 3 absences from class; save these for illness, major religious holidays, funerals, court dates, job interviews, etc. For each additional absence beyond these 3, your final grade will be lowered one percentage point.

Should a medical or family emergency arise that will require your absence beyond 3 classes, please notify me as soon as possible. You will be expected to provide documentation from a physician or hospital and to make up missed work. Students who will use one or more of their absences to observe a major religious holiday may make up missed course work only if they make arrangements in advance with me. If a conflict arises between your obligation to attend class and an obligation to the University, it is your responsibility to see me in advance, to hand in all assignments on time, and to make up work missed during your absence.

You are also required to meet with the professor *at least once* before your draft is due. You are highly recommended to also meet with her after your draft.

**A note on plagiarism and academic dishonesty:** MSU General Student Regulation 1.00 outlines the rules for academic integrity as follows:

“The principles of truth and honesty are fundamental to the educational process and the academic integrity of the University; therefore, no student shall: claim or submit the academic work of another as one’s own; procure, provide, accept or use any materials containing questions or answers to any examination or assignment without proper authorization; complete or attempt to complete any assignment or examination for another individual without proper authorization; allow any examination or assignment to be completed for oneself, in part or in total, by another without proper authorization.”

For the full text of the university’s plagiarism policy, see:

<https://www.msu.edu/~ombud/academic-integrity/plagiarism-policy.html>

In this section of HST 201, plagiarized papers will receive a zero (not subject to change on revision) and I will file an Academic Dishonesty Report, as per university regulations.

For an entertaining look at the perils of plagiarism, even when you get away with it, read: Lizzie Widdicombe, “The Plagiarist’s Tale,” *The New Yorker* (Feb. 13, 2012) available online:

[http://www.newyorker.com/reporting/2012/02/13/120213fa\\_fact\\_widdicombe](http://www.newyorker.com/reporting/2012/02/13/120213fa_fact_widdicombe)

4-Point Scale:

4.0	92-100%
3.5	86-91%
3.0	80-85%
2.5	75-79%
2.0	70-74%
1.5	65-69%
1.0	60-64%
0	0-59%

## Course Schedule:

### **Week One: Introductions**

Monday, Jan. 11: Course Introduction: What is History?

Wednesday, Jan. 13: What is reform? What is radicalism?

Reading for class on Wednesday:

Caleb McDaniel, "How to Read for History," (2008) PDF on D2L website

Rampolla, Introduction (1-7)

### **Week Two: Primary Sources, Part I**

Monday, Jan. 18: MLK DAY, NO CLASS

Wednesday, Jan. 20: The Many Sides of Anti-Slavery Activism

*In-class exercise: primary source analysis*—bring your copy of the *Radical Reader*

Reading for Wednesday:

Rampolla, 8-17

*Radical Reader*

- David Walker, *An Appeal to the Coloured Citizens of the World* (1829), 114-117

### **Week Three: Antebellum Reform**

Monday, Jan. 25: Missionaries Look Out, Utopians Turn In

Wednesday, Jan. 27: Women, Gender, and Reform

Reading for Monday:

Ronald G. Walters, *American Reformers*, ch. 1-3 (D2L)

Reading for Wednesday: *Radical Reader*

- Maria W. Stewart, *Productions* (1835), 128-130

Rampolla, 31-37

Writing, due Monday, Feb. 1:

Primary Source Paper (3-5 pages): *This paper will build on the in-class primary source analyses from Weeks 2 and 3. You will select a small collection of primary sources from the Radical Reader to write a document-based essay. Document collections and questions provided on the D2L site.*

### **Week Four: Making the Most of the MSU Libraries: Secondary Sources**

Monday, Feb. 1: Library Session

*Class will meet in the library.*

Wednesday, Feb. 3: No class meeting—use class time to visit the Library

Prof. Conroy-Krutz will hold office hours during class times at the library Cyber Café.

Reading for Monday: Rampolla, 18-23

Reading for Wednesday: Independent Research for Secondary Source Paper (Feb. 12)

### **Week Five: After the Civil War**

Monday, Feb. 8: Women's Rights, Reconstruction, and the Future of Abolitionism

Wednesday, Feb. 10: Labor and Industrialization

Reading for Monday:

- Ellen DuBois, *Feminism and Suffrage*, Introduction and Chapter 3 (on D2L)

Reading for Wednesday: *Radical Reader*

- Knights of Labor, Preamble (1878), 243-245

Rampolla, 38-40

Writing, due Friday

Secondary Source Paper (3-5 pages): *For this paper, you can either continue on the theme of your first paper or, if you think you are going in a different direction for your final paper, take on a new topic (with the approval of Prof. Conroy-Krutz). You will locate at least two scholarly secondary sources that allow you to further contextualize and explain the significance of the primary sources you looked at previously. If you are coming up with a new topic, you will also need to find a primary source from the Radical Reader. Details provided on the D2L site.*

### **Week Six: Exploring Special Collections**

Monday, Feb. 15: Library Session

*Class will meet in the 3W Library Instruction Room (3<sup>rd</sup> floor, West Wing)*

Wednesday, Feb. 17: No class meeting—use class time to visit Special Collections

Prof. Conroy-Krutz will hold office hours during class time at the library Cyber Café.

Writing, due Monday, Feb. 22

Special Collection Project (2 pages): *For this project, you will identify a source from the finding guide for the American Radicalism Collection at MSU's Special Collections. You will call up the item in the library, read it, and write a primary source analysis of the document. Further details on the D2L site.*

### **Week Seven: The Turn of the Twentieth Century**

Monday, Feb. 22: Populism and Land

Wednesday, Feb. 24: Progressivism

Reading for Monday, *Radical Reader*

- People's Party, Omaha Platform (1892), 250-252
- William Jennings Bryan, Cross of Gold Speech (1896), 264-268

Reading for Wednesday:

Daniel T. Rogers, "The Atlantic World" in *Atlantic Crossings: Social Politics in a Progressive Age* (pdf on D2L)

### **Week Eight: Making the Most of the MSU Libraries: Primary Sources**

Monday, Feb. 29: Library Session

*Class will meet in the library*

Wednesday, March 2: Socialism and Anarchism

Reading for Wednesday: *Radical Reader*

- IWW Manifesto and Preamble (1905 and 1908), 281-184
- Emma Goldman, Anarchism: What it Really Stands for (1911), 288-295

### **Week Nine: The Long Civil Rights Movement**

Monday, Mar. 14: Anti-Lynching Campaigns to Civil Rights

Wednesday, Mar. 16: Civil Rights and Campus Unrest

Reading for Monday:

- Ida B. Wells, *Southern Horrors* (1892) full text online:  
<http://archive.org/stream/southernhorrors14975gut/14975.txt>

Reading for Wednesday:

- Malcolm X, The Ballot or the Bullet (1964), 382-389
- Stokely Carmichael, What We Want (1966), 390-396
- Students for a Democratic Society, The Port Huron Statement (1962), 468-476
- Mario Savio, Berkeley Fall (1965), 483-488

Rampolla, 29-30, 51-60

### **Week Ten: Reformers and Radicals of the Twentieth Century**

Monday, Mar. 21: Women's Rights

Wednesday, Mar. 23: The Radical Right

Reading for Monday, *Radical Reader*:

- Betty Friedan, *The Feminine Mystique* (1963), 413-416
- Casey Hayden and Mary King, Sex and Caste (1965), 417-420
- Robin Morgan, No More Miss America! (1968), 425-427
- Kate Millett, *Sexual Politics: A Manifesto for Revolution* (1970), 433-435

Writing, due Friday:

Prospectus with Annotated Bibliography: *Your prospectus will outline the central question and tentative argument of your paper, as well as your plan for how you will go about researching this. You will situate your question within existing research and explain why this is an important question to ask. Your annotated bibliography will include primary and secondary sources. For at least 2 primary and 3 secondary sources, you will include a brief explanation of the source is and how it is relevant to your project.*

### **Week Eleven: Researching and Writing Work**

No class meetings! Independent work

Prof. Conroy-Krutz will hold office hours during class times at the library Cyber Café.

Reading:

Rampolla, 61-81

### **Week Twelve: Researching and Writing Week**

No class meetings! Independent work

Prof. Conroy-Krutz will hold office hours during class times at the library Cyber Café.

Reading:

Rampolla, 82-102

***\*You must have held your meeting with Prof. Conroy-Krutz by the end of Week 12!!!***

### **Week Thirteen: Presentations**

Monday, Apr. 11: Group 1 Presentations

Wednesday, Apr. 13: Group 2 Presentations

Reading: Rampolla, 103-149

Writing:

FULL DRAFT of final paper due on Thursday to D2L dropbox.

### **Week Fourteen: Writing Workshops**

Monday, Apr. 18: Workshop meeting A

Wednesday, Apr. 20: Workshop meeting B

Reading and Writing:

Writing Workshop: *Read papers A and B prior to your workshop meetings and complete paper workshop sheet for each. SUBMIT ONE COPY of the worksheet to the D2L page AND BRING ONE HARD COPY to hand to the author of the paper.*

### **Week Fifteen: Writing Workshops and Concluding**

Monday, Apr. 25: Workshop Meeting C

Wednesday, Apr. 27: Wrapping Up

Reading and Writing:

Writing Workshop: *Read paper C prior to your workshop meetings and complete paper workshop sheet. SUBMIT ONE COPY of the worksheet to the D2L page AND BRING ONE HARD COPY to hand to the author of the paper.*

### **Final Paper Due: Wednesday, May 4, 10:00am**

*For the final paper, you will submit the REVISED paper to the D2L dropbox, along with a cover letter (1 page) explaining how you revised based on the feedback you received from Prof. Conroy-Krutz and your workshop partners.*