Research Project #2: Social Group Research, History 1, 2015

Clarification: this is not something you will work on with a group, though you are of course welcome to discuss it with anyone you like—rather, you’ll pick a social group to write about. You must do this paper to pass the class, and it’s a huge 40 percent of your class grade. Deadlines are important on this assignment; if you miss an early deadline for any reason other than a true emergency (in which case we negotiate something reasonable to help you out), you will lose credit on the final paper’s grade. Don’t turn things in late unless it’s absolutely unavoidable; your grade for the project will be lowered and you may miss important help in class on days various pieces are due. PLEASE KEEP THIS PAPER HANDY SO WE CAN REFER TO IT ANYTIME THE RESEARCH PAPER IS DISCUSSED.

Due date for topic with five sources in correct MLA format: April 15-16 in class; write your group and time period at the top of your Works Cited list. If you miss this deadline, your final paper grade will be lowered day by day. Sorry--everything has to come in on paper--no emails! Please keep your own copies. Topic ideas below. Some are harder, some are easier. Be realistic in picking yours. Easy and early topics welcomed. Note--it is unwise to turn in a topic without checking with me AND making sure that information is available to you at local libraries. Even if there are books in a library catalog, it is VERY wise to be sure those books are not cleaned out by other students of mine before you commit!

Due date for eighteen quotes ON INDEX CARDS with new improved Works Cited MLA page attached: April 22-23 in class; please use all five formats in your quotes. You can give me the cards themselves OR photocopy them, but please do not turn in quotes written on regular paper without notecards. The Works Cited page should only relate to the quoted material you are turning in on notecards. If you miss this deadline, your final paper grade will be lowered day by day. Sorry--everything has to come in on paper--no emails! Please keep your own copies.

Due date for rough draft: April 29-30 in class If you miss this deadline, your final paper grade will be lowered day by day. Sorry--everything has to come in on paper--no emails! Please keep your own copies. Note: An acceptable rough draft is 900 words long, has some cited material, includes a works cited list, and gives some sense of organization of the material. If you have something less than this, turn it in anyway and keep working Keep your own copy of your rough draft--never give me the only copy. I will not read your rough draft to suggest improvements unless you visit me to go over it together, nor will I return it. It will help me assess your writing process at the end when I have your final paper. Recommended rough draft clinics are scheduled for Weds. April 29 at 2:20, Thursday April 30 at 10:20, Thursday April 30 at 4-5 p.m., Monday May 4 at 2:20, Tuesday May 5 at 10 a.m., Weds. May 6 at 11:15 a.m., Thursday May 7 at 10:20 a.m. and if there is demand, Friday May 8 from noon to 2 p.m.

Due date for completed paper: May 11-12 in class; If you miss this deadline, I will accept papers only until Tuesday May 12 at 4 p.m. I look for a paper that has been developed significantly beyond the rough draft state. Sorry--everything has to come in on paper--no emails! Please keep your own copies.

Requirements If these requirements are not met the paper will receive a failing grade at the outset:

-1,800 or more words. I count, and 1,800 is a minimum. (Please don't turn in a paper with 1,789 words, and don't count your works cited list as part of your word count, please!)
-Typed, double-spaced, essay format AND electronic submission; I will provide instructions.
-At least five sources should be cited; they may be a mixture of books, journals, primary documents and interview sources. Academic honesty is respected. Plagiarism is not used. Using children's books, your textbooks (not research), Wikipedia, encyclopedias, and children's or students' websites is not the same as doing valid academic research, and will be
down-graded accordingly. You may use no more than 2/5 Internet sources (unless you use more than five total sources); sources will be subject to basic verification for accuracy.

- Basic MLA end-note style will be required. In other words, there will be citations that look like this (Salazar 345) throughout the text, and the full Salazar citation will be found at the end in a Works Cited list (It is not called a Bibliography, but simply Works Cited). Consult a standard English composition book or Writing Center handout on Works Cited.
- At minimum, you will need to cite at least 30 times. Cite all you didn’t know before, and even consider citing things you did know.
- A paper with more than five grammar, spelling, or syntax errors may, at my discretion, be returned to you with a fail grade.
- You will turn in a paper copy and an electronic copy at Turnitin.com; I won’t grade until/unless you do.

**Subject:** You will need to pick a social group (see below for ideas) and a year or period between 1500 and 1865 in which to study that group. You will organize your paper around this date, which should be a turning point for your group. PLEASE choose a group in which you have a particular interest; for example, if your family included refugees from the Irish potato famine, by all means consider choosing Irish immigrants in 1845. PLEASE run your group by me early on, so we don’t have a disagreement later about the appropriateness of your focus. Big groups (slaves, women) must be broken down (house slaves, field slaves, male slaves with skills, female slaves, rice-growing slaves, or child slaves.) Small groups (Founding Fathers) may not be acceptable unless you broaden them (the elite male leadership of revolutionary era.) Note that ideas follow at the end of this page.

Your paper will answer three large questions about your social group as it relates to your turning point date. You may answer the questions in this order or in any recognizable order that makes sense to you. ONLY these questions are of interest to me as I grade your paper; use them to organize both your research and your writing, and don’t use lots of filler:

I. **Introduction (no more than five percent of paper)**
   A. My group
   B. My interest in this group

II. **History of this social group (At least 80 percent of paper)**
   A. What situation, activities, traits, interests, and/or habits characterized this group before the turning point, and why? (Students often answer this question first.)
   B. What was a turning point—a year or short period of time—that brought significant change to this group, and how, and why?

III. **This group today (no more than 10 percent of paper)**

**Grading criteria for social group research project:** Half of project grade will be preliminary steps (deadline-meeting and quality of work) and half will be the paper itself. On the paper, 1/3 quality of thought and writing, 1/3 thorough coverage of three questions above, 1/3 proper use of citations and MLA end-note styles.

**PRACTICES WHICH ARE ACADEMICALLY DISHONEST OR THAT INVOLVE PLAGIARISM, AND WHICH WILL HAVE SEVERE CONSEQUENCES, AS I CHECK SOURCES ON YOUR PAPERS:** Making up something you can’t find someone saying, fabricating a website, pretending a source says something it does not, using someone else’s ideas or words without citing them, using someone else’s ideas by changing the wording and not citing them, buying work by someone else, copying work by someone else.

**COMMON ERRORS THAT WILL HURT YOU:** Questions are not covered, wrong time period covered--paper is post-1865, no sense of time, or turning point year/years is given.
Internet sites used too heavily, more than 2/5, too few words, not all sources on works cited list are in paper, or vice versa, individuals, rather than a social group, are discussed, too many basic errors, not enough citation of materials, poor organization, getting things in late.

**Past topics, to get you thinking:** Californianos in the period 1825-48, Early secular settlers of presidios and pueblos, pre 1825, Mexicanos in CA 1848-1865, Texas pre 1836, during the Republic years, post 1845, women in any of the above groups, abolitionists, general, female abolitionists, pregnant women in the 1830s, African-American abolitionists, underground RR users and conductors and safe harbors, slaveholders in various states, especially Maryland and the deep south, Cajuns, gay and lesbian history (pre-1865--not easy to find, but possible), parenting and childrearing in colonial US school teaching in colonial and 19th century US--grammar school, women who went to college early on, pre 1865, immigrants of all stripes, carpenters in colonial times, midwives, firefighters, criminals and law enforcement types pre 1865, white women in South during Civil War, white women in North during Civil War, African-American Civil War regiments, ordinary soldiers in Civil War, people who used the Oregon Trail, especially women, slave traders, people involved in utopian movements.

**Model One-Size-Fits-All Outline for History 1 Social Group Research Paper**

II. **Introduction** (no more than five percent of paper)
   A. My group
   B. My interest in this group

II. **History of this social group** (At least 85 percent of paper)
   A. What situation, activities, traits, interests, and/or habits characterized this group before the turning point, and why?
      1. Situation/s of group members before turning point/why
      2. Activities of group members before turning point/why
      3. Traits of group members before turning point/why
      4. Interests of group members before turning point/why
      5. Habits of group members before turning point/why

   B. What was a turning point--a year or short period of time--that brought significant change to this group, and how, and why?
      1. Explanation of why turning point came about as and when it did
      2. Explanation of how turning point came about

   C. What situation, activities, traits, interests, and/or habits characterized this group after the turning point, and why? (note parallel structure to the above)
      1. Situation/s of group members after turning point
      2. Activities of group members after turning point
      3. Traits of group members after turning point
      4. Interests of group members after turning point
      5. Habits of group members after turning point

III. **This group today** (no more than 10 percent of paper)
   A. Long term effects of turning point
   B. Situation, activities, traits, interests, and/or habits of this group that have evolved since period dealt with in this research
My social group memberships—please fill out but don’t turn in; this is to help you with your Social Group Research paper assignment

Gender: Male  Female  Non Cis Gendered

Ethnicity/ies:

Age group:

Marital status:

Past, current, or intended occupation:

Leisure groups I belong to or activities in which I engage: (i.e., softball team, Celtic band, Rotary club, gardener, surfer, quilter?)

Sexual orientation:

Religious affiliation:

Other affiliations (book club, Food Bank volunteers, foster youth, veterans, poetry group, dog group, breast-feeding moms, Marxists?):

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