EXPO E-42B

Advanced Academic Writing: Writing in the Social Sciences

The Civil Rights Movement

Course Description

This course is designed for students who wish to build upon the skills developed in EXPO E-25 in order to produce more advanced research and writing in the social sciences. The course is also appropriate for students who wish to review their research and writing skills before embarking on a proseminar at Extension or graduate study elsewhere. Students are introduced to the various social science disciplines and their approaches, while also learning how to become critical consumers of social science research. Students develop their own independent research project in the social science field of their choosing. This project lasts the entire semester and involves developing a viable research question; learning how to find, analyze, and interpret resources appropriately; and, finally, developing and refining an original argument in a final paper (15-18 pages). Several smaller assignments over the course of the semester will break down the process of writing a research paper into discrete steps.

The topical focus of this course will be the civil rights movement in the United States in the 20th Century, with an emphasis on the various tactics employed by activists (i.e. legal strategies, nonviolent civil disobedience) and the influence on subsequent social movements. We will begin by exploring the interdisciplinary field of Social Movement Theory and its relationship to the study of the civil rights movement. We will then continue to consider ways that scholars in various social science disciplines study this topic, including political scientists, historians, sociologists, and psychologists. For your own research project, you may focus on an aspect of the social movement of your choice in the United States in the 20th or 21st centuries.

Required Texts


Course Pack available for purchase at Gnomon Copy
Requirements for a Writing Intensive Course

Writing-intensive courses at Harvard Extension offer students the opportunity to develop their writing skills in the context of a particular academic discipline, and they all feature common elements. Students will:

- develop core writing skills, as defined by the instructor, in the discipline of the course;
- complete multiple writing assignments of varying lengths, at least two of which must be revised;
- produce a minimum of 10-12 pages of writing, exclusive of the required drafts, over the course of the term;
- meet at least once in individual conference (in person, by phone, or electronically) with the instructor or TA to discuss writing in progress;
- and receive detailed feedback on their drafts and revisions, on both content and expression.

Assignments, Grades/Feedback, and Due Dates

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Feedback/Review</th>
<th>Date</th>
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<tbody>
<tr>
<td>Annotated Bibliography</td>
<td>instructor feedback</td>
<td>Sunday, 2/21</td>
</tr>
<tr>
<td>Research Proposal &amp; Literature Review</td>
<td>30% instructor feedback</td>
<td>Sunday, 2/28</td>
</tr>
<tr>
<td>Introduction</td>
<td>peer review</td>
<td>Sunday, 3/27</td>
</tr>
<tr>
<td>Draft of Research Paper</td>
<td>instructor feedback/peer review</td>
<td>Saturday, 4/2</td>
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<tr>
<td>Post Draft Outline of Research Paper</td>
<td>peer review</td>
<td>Sunday, 4/24</td>
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<td>Revision of Research Paper</td>
<td>60% instructor feedback</td>
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<tr>
<td>Oral Presentation</td>
<td>10% instructor feedback</td>
<td>Mon 5/2, 5/9</td>
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Policy on Late Assignments

Assignments not submitted before midnight on their due date will receive a 1/3 of a grade deduction (i.e.an A becomes an A-).

Course Canvas Site and Electronic Submissions:

Throughout the semester, you will upload assignments to our course Canvas Site. Please familiarize yourself with this site. As you send or upload each document, it is your responsibility to ensure that you have saved the document in a form compatible with Microsoft Word. It is also your responsibility to ensure that your file is not corrupted or damaged. If I cannot open or read the file you have sent, the assignment may be subject to a late penalty.
Student Responsibilities

Source: http://www.extension.harvard.edu/exams-grades-policies/student-responsibilities

Attendance and participation

Harvard Extension School expects students to be active and engaged participants. Students registered in a course for undergraduate or graduate credit must attend all classes or participate online as a distance student, take all exams, and complete all coursework on time. Students who are registered for a course and miss the first one or two meetings risk losing their place in the course. The Extension School reserves the right to prohibit or cancel late registration by students who do not attend first class meetings. Students are prohibited from using recording devices of any kind in their courses without the instructor's explicit approval.

Submission of written work

Students are responsible for ensuring that required written work is submitted and received on time. It is their responsibility to submit work according to instructors’ requirements and obtain proof that the submission has been delivered successfully. This includes work that is submitted in person or by postal mail, e-mail, or an electronic dropbox. Late work may be submitted only with instructor approval and according to instructor policies. Registering late does not warrant an exception to this policy.

Exclusion from a course

A student who is consistently not prepared for class, fails to attend class or participate online, and whose gross neglect of work is disruptive to the progress of instruction may, after written warning by the instructor, be excluded from the course. If it is before the withdrawal deadline the student may voluntarily withdraw from the course for a WD or WN grade as an alternative to exclusion, but may no longer attend or participate. A student who is excluded from a course is prohibited from continuing with it in any way, including attending classes, participating online, taking exams, and submitting work. The student is assigned the permanent notation EXD (excluded from course), which is equivalent to a failing grade and earns no credit for the course. A student who is excluded from a course is not eligible for a tuition refund for that course.

Academic integrity

Harvard Extension School expects students to understand and maintain high standards of academic integrity. Breaches of academic integrity include the following examples.

Plagiarism

Plagiarism is the theft of someone else’s ideas and work. It is the incorporation of facts, ideas, or specific language that are not common knowledge, are taken from another source, and are not properly cited.
Whether a student copies verbatim or simply rephrases the ideas of another without properly acknowledging the source, the theft is the same. A computer program written as part of the student’s academic work is, like a paper, expected to be the student’s original work and subject to the same standards of representation. In the preparation of work submitted to meet course, program, or school requirements, whether a draft or a final version of a paper, project, take-home exam, computer program, placement exam, application essay, oral presentation, or other work, students must take great care to distinguish their own ideas and language from information derived from sources. Sources include published and unpublished primary and secondary materials, the Internet, and information and opinions of other people.

Extension School students are responsible for following the standards of proper citation to avoid plagiarism. A useful resource is *The Harvard Guide to Using Sources* prepared by the Harvard College Writing Program and the Extension School’s Career and Academic Resource Center’s guide and tutorial on plagiarism.

**Inappropriate collaboration and other assistance**

Collaboration on assignments is prohibited unless explicitly permitted by the instructor. When collaboration is permitted, students must acknowledge all collaboration and its extent in all submitted work. Collaboration includes the use of professional or expert editing or writing services, as well as statistical, coding, or other outside assistance. Because it is assumed that work submitted in a course is the student’s own unless otherwise permitted, students should be very clear about how they are working with others and what types of assistance, if any, they are receiving. In cases where assistance is approved, the student is expected to specify, upon submission of the assignment, the type and extent of assistance that was received and from whom. The goal of this oversight is to preserve the status of the work as the student’s own intellectual product. Students should remember that the Writing Center is available to assist them with assessing and editing their own work.…

**Duplicate assignments**

Students are expected to submit work that is done solely for each course in which they enroll. Prior written permission of all instructors is required if students wish to submit the same or similar work in more than one course.

**Grading Standards:**

(adapted from the original by Kerry Walk, formerly of the Harvard College Writing Program)

A paper in the **A range** deploys the “Elements of Academic Argument” with exceptional grace and mastery:

- **Thesis and motive/stakes:** interesting, arguable, incisive; sufficiently limited in scope; stated early on and present throughout; supported by a clear motive that suggests why it is original or worthwhile
- **Structure:** logical, progressive (not just a list); invites complications, considerations of counter-arguments; strong and obvious links between points; coherent, well-organized paragraphs
- **Evidence:** sufficient, appropriate, and well-chosen; presented in a readable and understandable manner
- **Analysis:** insightful and fresh; more than summary or paraphrase; shows how evidence supports thesis
• **Sources**: well-chosen; deployed in a range of ways (to motivate the argument, provide key terms, and so on); quoted and cited correctly
• **Style**: clear and conversational yet sophisticated; diction level appropriate to audience; smooth, stimulating, a pleasure to read

**A B range** paper may in part resemble an A range paper but may also exhibit any of the following qualities:
• **Thesis and motive/stakes**: arguable but may be vague or uninteresting or feature unintegrated parts; may be only implied rather than articulated clearly and/or not stated early on; may not be argued throughout and disappear in places; may be supported by a functional but unsubstantial motive
• **Structure**: generally logical but either confusing in places (big jumps, missing links) or overly predictable and undeveloped; few complications or considerations of counterarguments; some disorganized paragraphs (excessively long or short; could be confusing)
• **Evidence**: generally solid but may be scanty or presented as unanalyzed or unexplained quotations
• **Analysis**: at times insightful but sometimes missing or mere summary; may make inconsistent connections between evidence and thesis
• **Sources**: quoted and cited correctly (for the most part) but deployed in limited ways, often as a straw person or simply as affirmation of writer’s viewpoint
• **Style**: generally clear but lacking in sophistication; may be weighed down by fancy diction meant to impress; may exhibit some errors in punctuation, grammar, spelling, and format

**A C range** paper may in part resemble a B range paper but may also exhibit any of the following qualities:
• **Thesis and motive/stakes**: vague, descriptive, or confusing; parts unintegrated (e.g., three unrelated prongs); only implied or not stated early on; not argued throughout, disappears in places; supported by a simplistic motive or none at all
• **Structure**: confusing (big jumps, missing links) or overly predictable (“five-paragraph”); few complications or considerations of counter-arguments; disorganized paragraphs, often headed with descriptive (versus analytical) topic sentences
• **Evidence**: either missing or presented as undigested quotations; may be taken out of context
• **Analysis**: some insightful moments but generally either missing or mere summary; may present some misreadings
• **Sources**: plopped in (if used at all); may be quoted and cited incorrectly, used merely as filler or affirmation of writer’s viewpoint
• **Style**: may be generally unclear and hard to read, or simplistic; may evince many technical errors

**A D range** paper may in part resemble a C range paper but may also exhibit any of the following qualities:
• **Thesis and motive/stakes**: missing or purely descriptive (an observation or statement of fact), or may be a total misreading; lacking a clear motive
• **Structure**: confusing; little focused development (paper usually short but may be rambling); disorganized paragraphs (also usually short); missing, garbled, or purely descriptive topic sentences (plot summary)
• **Evidence**: very few examples; unanalyzed or unexplained quotations; often taken out of context
• **Analysis**: missing or based on misinterpretations or mere summary
• **Sources**: plopped in (if used at all); incorrectly quoted or cited; used as filler
• **Style**: either simplistic or difficult to read; probably riddled with technical errors

An **F paper** is similar to a D paper but is significantly shorter than the assigned length and addresses the assignment superficially.
Course Schedule

Week 1 (January 25) – *Introduction to the Course*

Reading Assignment:

None

Writing Assignment:

None

Week 2 (February 1) – *The Civil Rights Movement as a Social Movement: Interdisciplinary Social Science*

Reading Assignment:


Writing Assignment (Due Sunday, January 31 at 11:59 PM):

Write a one-paragraph summary of Morris and a one-paragraph summary of Meyer and Boucher (each paragraph 150-200 words). Then write a third paragraph relating some of the major claims of each essay to the other.

Week 3 (February 8) – *Case Studies as Academic Arguments; Annotated Bibliographies*

Reading Assignment:

“Elements of Academic Argument”


Materials on Annotated Bibliographies in the Course Pack

**Writing Assignment (Due in Class on Monday, February 8):**

Annotate the case studies, making notes in the margins of the ways that they employ each of the “Elements of Academic Argument.” Consider similarities and differences across fields.

**PRESIDENTS’ DAY (FEBRUARY 15) – NO CLASS**

**Week 4 (February 22) – Research I: Drafting a Proposal and Literature Review**

**Reading Assignment:**

Your research materials


Materials on Literature Reviews in the Course Pack

**Writing Assignment (Due Sunday February 21 at 11:59 PM):**

Write an annotated bibliography of four secondary sources (journal articles or books published by academic publishers) that you plan to use in your literature review. One of these sources may be from the assigned readings but you must independently locate, read, and annotate the other three.
Week 5 (February 29) – Research II: Finding Sources, Gathering Evidence

Reading Assignment:

Your research materials

Writing Assignments (Due Sunday, February 28 at 11:59 PM):

Research Proposal and Literature Review (see Course Pack for instructions).

***NOTE that students will meet with me individually this week to discuss their proposals.***

Week 6 (March 7) – Research III: Primary Sources in the Social Sciences

Reading Assignment:

Your research materials


Writing Assignment:

None

SPRING BREAK (MARCH 14) – NO CLASS

Week 7 (March 21) – Thesis and Motive in a Research Paper; Writing Drafts

Reading Assignment:
Your research materials

Samples of Student Writing


**Writing Assignment:**

None

**Week 8 (March 28) – Citing Sources Responsibly**

**Reading Assignment:**

Your research materials

**Writing Assignment (Due Sunday, March 27 at 11:59 PM):**

Write a draft of an introduction to your research paper that articulates your stakes/motive and thesis (two to four paragraphs).

**Week 9 (April 4) – Peer Workshops**

**Writing Assignment (Due Saturday, April 2 at 11:59 PM):**

Draft of research paper

**Reading Assignment:**

Drafts of your peers

**Writing Assignment (Due in class on Monday, April 4):**

Response letters to peers

***NOTE that students will meet with me individually this week to discuss their drafts.***

**Week 10 (April 11) – The Practice of Revision**

**Reading Assignment:**
Your research materials


Writing Assignment:

None

**Week 11 (April 18) – *Patriot’s Day – No Class***

**Week 12 (April 25) – Structure and Revision; Preparation for Oral Presentations**

Reading Assignment:


Writing Assignment (Due Sunday, April 24 at 11:59 PM):

Outline of your most current draft (see Course Pack for instructions).

***Revision of your research paper due Sunday, May 1 at 11:59 PM***

**Week 13 (May 2) – Panel Presentations 1**

**Week 14 (May 9) – Panel Presentations 2**

Reading Assignment:

None

Writing Assignment:

None