

UNIVERSITY OF ILLINOIS AT CHICAGO
JANE ADDAMS COLLEGE OF SOCIAL WORK

Fall 2009
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Office hours: T 12-3, W 1-4, or by appt.
(due to meetings, best to check first)

SOCW 577: SOCIAL WELFARE HISTORY

CREDITS: 3

PREREQUISITE: Admission to social work PhD program or consent of instructor.

DESCRIPTION:

A required doctoral course which studies the development of the social work profession in the context of the modern American welfare state with particular foci on gender, class, and race. The development of social welfare is studied in the context of long-range trends in economics, politics, social relations, gender history, and race relations. Particular attention is given to theoretical constructs used to guide and interpret historical research.

TEXTS:

Piven, F. F. (2006). *Challenging authority*. Lanham, MD: Rowman & Littlefield.

Skocpol, T. (1995) *Protecting Soldiers and Mothers: the Origins of Social Policy in the United States*. Cambridge, MA: Harvard University Press.

Walkowitz, D. J. (1999). *Working with class*. Chapel Hill: University of North Carolina Press.

Publication manual of the American Psychological Association (6th ed.). (2009).
Washington, DC: APA.

RECOMMENDED TEXT:

Danto, E. A. (2008). *Historical research*. New York: Oxford University Press.

COURSE OBJECTIVES:

Upon completion of the course, students should be able to:

1. Understand and explain major theories of the development of American social work and the American welfare state.

2. Critically apply theories and concepts to the interpretation of social work and social welfare history.
3. Critique and explain competing explanations found in the scholarly literature regarding the role of class, gender, race, and ethnicity in the development of social work and the welfare state.
4. Critically synthesize the historical literature on a social work/social welfare topic.
5. Articulate the relevance of history to contemporary professional identity issues and contemporary policy issues.
6. Critically evaluate the state of the scholarly literature on the history of American social work's intersection with the histories of American women, Hispanic/Latinos, African Americans, Asian Americans, Native Americans, and sexual minority communities.

BASIS OF COURSE GRADE:

Note: all written work must be done in APA style (6th ed.). (Under a few circumstances, other styles may be appropriate for the final paper; consult with instructor.) Papers not following these guidelines will be returned ungraded.

<u>Assignment</u>	<u>Due Date</u>	<u>Weight</u>
class participation	every week	15%
reflective logs	every week	20%
group project	Oct 22nd	15%
term paper progress report	Nov 12th	10%
term paper presentation	as scheduled	10%
final term paper	Dec 10th	30%
total		100%

1. *Class participation*: 15%. Attendance and participation in discussion of required assignments and additional reading you complete.
2. *Reflective logs*: 20%. Written logs of 500-600 words that clarify applications of key concepts from the readings for the week (not the articles to be critiqued) must be submitted at the time of each class meeting. Logs should be in excellent shape grammatically and conceptually, following strict APA (6th ed.) style. Since logs are designed to prepare for class interaction, late submissions are not accepted. May be submitted either in hard copy or as a pdf file by email submitted **before the beginning of the class session**. Each log is graded on a 0-4.0 scale.
3. *Group project: biographical and historical studies*. 15%. Written group review and group presentation. Copies of your review will be distributed to the class by the instructor. You will be assigned to a group of three or four students. If you wish, you may trade positions in groups, but do not change the original size of groups and inform me, in writing, of any group changes no later than September 3. All members of the group will read the book assigned to the group by the instructor, follow the instructions at the end of this syllabus, and prepare both a written review and a class presentation of no more than 20 minutes. See detailed instructions at end of this syllabus. **Due October 22**

4. *Term paper. 50%*. This is to be a scholarly treatment of an historical topic, suitable for publication. Each student is strongly urged to have at least one (more is better) individual conference with the instructor about the paper. As time allows, the instructor will set aside class time for students to consult with the entire class about term paper work. Select a topic relevant to the history of American social work/social welfare, **or a topic comparing US and another country's social work/social welfare history**, and prepare a critical, scholarly synthesis of the literature on the subject in which you use relevant course concepts to structure the discussion and in which your own views and conclusions are made explicit. See instructions at end of this syllabus.

- Plan and progress report for term paper (10%). You should by this point have the plan for your paper well-developed. Identify your topic; explain why it interests you, why it is important, and why it is appropriate for this class. It must be historical, not contemporary. It must address social work in the context of social welfare and other societal issues. It must pay attention to key themes of the course: race/ethnicity, class, gender. It must be analytical, not just descriptive. In general, this report should follow the recommendations in chapters 2-5 of the Danto book, including study rationale, problem formulation, hypothesis development, term definitions, data collection strategies, and data analysis plans. This report itself is to be done in scholarly style (as is everything you do for this class). Include what you have learned about your topic, and what puzzles or contradictions remain for you to address. Discuss what work remains to be done and how you will do it. Strict APA style required; this plan and report will generally be 6-10 pages long. **Due November 12th.**
- Class Presentation (10%). A 20-minute professional paper presentation of your core findings to the class; time will be strictly monitored. May be done as a traditional paper (to be turned in), as a powerPoint presentation, or in another format discussed in advance with the instructor. To be presented on the 13th or 14th class sessions; dates will be randomly assigned.
- Final Paper (30%). Paper length should be consistent with a standard journal article in one of the usual outlets for such work. Prepared in strict APA style. **Due December 10th.**

STUDENTS REQUIRING ACCOMMODATION FOR DISABILITIES

Students requiring accommodations for disability must follow established University procedures, as follows:

1. Go to the UIC Office of Disability Services to obtain confidential verification of the disability and a statement of accommodations recommended by that office.
2. Show the UIC Office of Disability Services accommodation letter to the instructor of the class for which the student requests accommodation. In the case of field instruction classes, the letter should be shown to the College field liaison or the Director of Field.
3. Accommodation letters are to be shown to the instructor at the beginning of the course or before the start of the course.

STUDENTS NEEDING ACCOMMODATION FOR RELIGIOUS REASONS

Students needing accommodations for religious reasons should contact the instructor at the beginning of the semester to identify appropriate class work to make up any missed sessions or other work.

ACADEMIC INTEGRITY: Complete academic integrity is expected (please see Student Handbook for details). Plagiarism, self-plagiarism, leaving others to do what should be joint work, or other forms of dishonesty regarding work done are serious ethical concerns, and must be handled as such.

WRITING CENTER: Excellent writing skills are required for professional practice. Students requiring assistance in this area may self-refer to the UIC Writing Center, or may be referred by the instructor.

ELECTRONIC DEVICES: Cellular phones and pagers may not be used in class (please consult with your instructor regarding genuinely emergency situations). Computer use is permitted, so long as it does not disturb others and is not used in ways that distract the student from the class process.

TOPICAL OUTLINE

- Week 1**
Aug. 27
- **“Stewards of the discipline”:** “imaginatively generate new knowledge, critically conserve valuable and useful ideas, and responsibly transform those understandings through writing, teaching, and application,” (Carnegie Foundation)
 - **Introduction to course & basic concepts in historical analysis**
 - **Assignment instructions**
 - **Formation of groups**
 - **Introduction to concepts in Skocpol’s polity-centered analysis of national social welfare state development**
 - **The intertwining of social work and social welfare history**
- Week 2**
Sept. 3
- **Overview of social work and social welfare history**
 - **Polity-centered analysis of social welfare development**

Required Readings

- Cates, J. (2007). "Compassion, Control, and Justice in Social Work History." in Mattaini, M. and Lowery, C. T.(Eds.) *Foundations of Social Work Practice*. Washington, DC: NASW Press.
- Piven, F. F. (2006). “Chapter 1: Introduction”, & “Chapter 2: “The Nature of Disruptive Power”
- Skocpol, T. (1995). "Preface," Introduction," Chap 1, "Patronage Democracy and Distributive Public Policies in the Nineteenth Century"; Chap. 2, "Public Aid for the Worthy Many: The Expansion of Benefits for Veterans of the Civil War.”

Recommended:

- Waugh, J. (2001). "'Give This Man Work!' Josephine Shaw Lowell, the Charity Organization Society of the City of New York, and the Depression of 1893." *Social Science History* 25(2) (:217-246.

- Week 3** - **Polity-centered analysis: Failure of the Paternalist Welfare State**

Sept. 10 - Overview of key historical social work issues and early professional developments

Required Readings:

- Skocpol, T. (1995). Chap. 3, "Reformist Professionals as Advocates of Workingmen's Insurance"; Chap. 4, "help for the 'Army of Labor'? Trade Unions and Social Legislation"; Chap. 5, "Progressive Era Politics and the Defeat of Social Policies for Workingmen and the Elderly"
- Walkowitz, D. J. (1999). "Prologue: Locating the Middle Class", Chapter 1: "The Invention of the Social Worker", Chapter 2: "The Professionalization of the Caseworker", Chapter 3: "The Making of a Feminine Professional Identity"
- Andrews, J. (2001). "Group Work's Place in Social Work: A Historical Analysis." Journal of Sociology and Social Welfare. XXVIII(4): 45-65.

Recommended:

- Abbott, A. (1995). "Boundaries of Social Work or Social Work of Boundaries?" Social Service Review (December, 1995): 545-562.
- Shoemaker, L.M. (1998). "Early Conflicts in Social Work Education." Social Service Review (June 1998): 182-191.
- Karger, H.J. and Hernandez, M.T. (2004). "The Decline of the Public Intellectual in Social Work." Journal of Sociology and Social Work. XXXI(3): 51-68.

Week 4 - Maternalist welfare state achievements and failures
Sept. 17 - Race and welfare state development: old age support
- Policy or Social Movements?

Required Readings:

- Skocpol, T. (1995). Chap 6, "Expanding the Separate Sphere: Women's Civic Action and Political Reforms in the Early Twentieth Century," Chap. 7, "Safeguarding the 'Mothers of the Race': Protective Legislation for Women Workers," Chap. 8, "An Unusual Victory for Public Benefits: The 'Wildfire Spread' of Mothers' Pensions."
- Piven, F. F. (2006). Chapter 4: "Dissensus Politics, or the Interaction of Disruptive Challenges with Electoral Politics: The Case of the Abolitionist Movement"; Chapter 5: "Movements and Reform in the American Twentieth Century"
- Quadagno, J. (1988). "From Old-Age Assistance to Supplemental Security Income: The Political Economy of Relief in the South, 1935-1972." In Weir, M., Orloff, A.S. & Skocpol, T. (Eds.) The Politics of Social Policy in the United States. Princeton, NJ: Princeton University Press.

Recommended:

- Skocpol, T. (1988), "The Limits of the New Deal System and the Roots of Contemporary Welfare Dilemmas." In Weire, M.; Orloff, A.S. & Skocpol, T. (Eds.) The Politics of Social Policy in the United States. Princeton, NJ: Princeton University Press.

Week 5 Individual consultations in lieu of class meeting
Sept. 24

Week 6 - **Polity-centered welfare state analysis: conclusion**
Oct. 1 - **Search for parallels between early and mid-century women's activism**

Required Readings

- Skocpol, T. (1995). Chap. 9, "Statebuilding for Mothers and Babies: The Children's Bureau and the Sheppard-Towner Act"; Conclusion, "America's First Modern Social Policies and Their Legacies"
- Piven, F. F. (2006). Chapter 6: "The Times-In-Between"
- Muncy, R. (2004). "Cooperative Motherhood and Democratic Civic Culture in Postwar Suburbia, 1940-1965." Journal of Social History. 38(2): 285-310.

Recommended:

- Schneider, E. ((2004). Book review of Murray, S. (2004). The Progressive Housewife: Community Activism in Suburban Queens, 1945-1965. Philadelphia: University of Pennsylvania Press. In

Week 7 - **Gender Topics**
Oct. 8 - **Social Work Identity in Changing Contexts**

Required Readings

- Walkowitz, D. J. (1999). Chapter 4: "The Professional Worker in the Public Sector," Chapter 5: "The Professional Worker in the Private Sector," Chapter 6, "The Evisceration of the Professional Worker Identity"
- Abrams, L.S. & Curran, L. (2004). "Between Women: Gender and Social Work in Historical Perspective." Social Service Review (September): 429-446.
- Gordon, L. (1991). "Black and White Visions of Welfare: Women's Welfare Activism, 1890-1945." The Journal of American History. 78(2):559-590.
- Willrich, M. (2000). "Home Slackers: Men, the State, and Welfare in Modern America." The Journal of American History. 87(2).
- McPhail, B.A. (2004). "Commentary: Setting the Record Straight: Social Work Is Not a Female-Dominated Profession" Social Work 49(2): 323-326.

Recommended:

- Walkowitz, D. (1990). "The Making of a Feminine Professional Identity: Social Workers in the 1920s." The American Historical Review. 95(40): 1051-1075.
- Goodwin, J.L. (1995). Review essay of three books: A review of three books: (1) Scott, A.F. (1991). Natural Allies: Women's Associations in American History. Urbana and Chicago: University of Illinois Press. (2) Frankel, N. and Dye, N.S. (1991). Gender, Class, Race, and Reform in the Progressive Era. Lexington: University of Kentucky Press. (3) Hutchinson, R. (1992). Social Work and Social Order: The Settlement Movement in Two Industrial Cities, 1889-1930. Urbana and Chicago: University of Illinois Press. In Signs. 20(2): 455-458.

Week 8 - **African American Topics**
Oct. 15

Required Readings

- Colby, I.C. (1985). "The Freedman's Bureau: From Social Welfare to Segregation." Phylon. 46(3): 219-230.
- O'Conner, A. (2001). "The New Institutionalism and the Racial Divide." Review of Lierman, R.C. (1998). Shifting the Color Line: Race and the American Welfare State. Cambridge, MA: Harvard University Press. In *Reviews in American History*, 29(1): 111-118.
- Jimenez, J. (2002). "The History of Grandmothers in the African-American Community." Social Service Review. (December): 523-551.
- Washington, F.B. (1935). "The Need and Education of Negro Social Workers." Journal of Negro Education. 4(1):76-93.
- Walkowitz, D. J. (1999). Chapter 7: "Race and the Modern Professional," Chapter 8: "Jews, Blacks, and a Counternarrative for the Middle Class"

Recommended:

- Go to the New Deal Network website at <http://newdeal.feri.org/joinup/aboutndn.htm>;
Browse this extensive, rich collection of documents and photographs covering all aspects of the New Deal era. Then click on "Documents" and then "Subjects" to see the lengthy list of primary and secondary documents available online: possibly useful for term papers. Then click on "Features" and scroll down to "African Americans in the Civilian Conservation Corps," one of the centerpiece New Deal programs. Read the "Introduction," look at the "Photographs" section, and read "A Negro in the CCC." Browse the rest.
- Brown, A. (1991). "A Social Work Leader in the Struggle for Racial Equality: Lester Blackwell Granger." Social Service Review. 65(2): 266-280
- Skocpol, T. & Oser, J.L. (2004). "Organization Despite Adversity: The Origins and Development of African American Fraternal Associations." Social Science History. 28(3): 367-437.
- Wilkerson-Freeman, S. (2002). "The Creation of a Subversive Feminist Dominion: Interracial Social Workers and the Georgia New Deal." Journal of Women's History. 13(4): 132-154.
- Gordon, L. (1979) "A Brief Look at Blacks in Depression Mississippi, 1929-34: Eyewitness Accounts." Journal of Negro History. 64(4): 377-390.

Week 9 - Asian American Topics
Oct. 22 - Latino/Hispanic Topics

*Asian American**Required Readings:*

- Brooks, C. (2000). "In the Twilight Zone between Black and White: Japanese American Resettlement and Community in Chicago" The Journal of American History. 86(4)
- Yoneyama, L. (2002). Book Review of : Simpson, C.C. (2002). An Absent Presence: Japanese Americans in Postwar American Culture, 1945-1960. Durham, NC: Duke University Press. In Journal of Asian American Studies 5(3): 294-298.
- Hansen, A. (1995). "Oral History and the Japanese American Evacuation." The Journal of American History. 82(2):625-639.

Azuma, E. (2005). "From Civil Rights to Human Rights: Reinterpreting the Japanese American Internment in an International Context." Review of Hayashi, B.M. (2004). Democratizing the Enemy: The Japanese American Internment. Princeton: Princeton University Press. In Reviews in American History 33(1): 102-110.

Latino/Hispanic

Required Readings:

Hernandez, J.A. (2004). Book review: Gonzalez, G.G. & Fernandez, R.A. (2003). A Century of Chicano History: Empire, Nations, and Migration. New York: Routledge. In The Hispanic American Historical Review. 84(4): 745-746.

Allsup, V.C. (2004). Book review: Carroll, P.J. (2003). Felix Longoria's Wake: Bereavement, Racism, and the Rise of Mexican American Activism. Austin: University of Texas Press. In The Journal of American History (June): 313-314.

Carrigan, W.D. & Webb, C. (2003). "The Lynching of Persons of Mexican Origin or Descent in the United States, 1848 - 1928." Journal of Social History. 37(2): 411-438.

Week 10 - Native American Topics
Oct. 29 - Gay, Lesbian, and Queer Topics

Native American Topics

Required Readings:

Straus, A.T.; Valentino, D. (2003) "Gender and Community Organization Leadership in the Chicago Indian Community." American Indian Quarterly. 27(3/4):5-19. (*The development of Indian social services and community organizations in Chicago, 1920-2000*).

Pacyga, D.A. (2004). Book Review: LaGrand, J.B. (2002). Indian Metropolis: Native Americans in Chicago, 1945-75. Urbana and Chicago: University of Illinois Press.

Matheson, L. "The Politics of the Indian Child Welfare Act." Social Work. 41(2): 232-236.

Gay and Lesbian Topics

Required Readings:

D'Emilio, J. (1989). "Not a Simple Matter: Gay History and Gay Historians." The Journal of American History 76(20): 434-442.

Duberman, M. (1988). "Reclaiming the Gay Past." Reviews in American History. 16(4) 515-525.

Poindexter, C. (1997). "Sociopolitical Antecedents to Stonewall: Analysis of the Origins of the Modern Gay Rights Movement in the United States." Social Work 42(6): 607-613.

Canaday, M. (2003). "Building a Straight State: Sexuality and Social Citizenship under the 1944 G.I. Bill." The Journal of American History. (December): 935-957.

Sullivan, G. (1999). "Political Opportunism and the Harassment of Homosexuals in Florida, 1952-1965." Journal of Homosexuality. 37(4): 57-81.

Hilliar, R.E. (2002). "The San Francisco Gay Men's Chorus: A Historical Perspective on the Role of a Chorus as a Social Service." Journal of Gay and Lesbian Social Services 14(3): 79-94.

Drescher, J. (1998). "I'm Your Handyman: A History of Reparative Therapies." Journal of Homosexuality. 36(1): 19-42.

Week 11 - Disability Topics
Nov. 5 - Child Welfare Topics: historical studies of orphanages, foster care, and adoptions

Disability History

Required Readings:

Krainz, T.A. (2003). "Transforming the Progressive Welfare Era Welfare State: Activists for the Blind and Blind Benefits." Journal of Policy History. 15(2): 223-264.

Berkowitz, E.D. (2002). Book Review: Longmore, P.K. and Umansky, L. (Eds.) (2001). The New Disability History: American Perspectives. New York: New York University Press.

Adoptions History

Required Readings:

Herman, E. (2002). "The Paradoxical Rationalization of Modern Adoption." Journal of Social History. 36(2): 339-385.

Hawes, J.M. (2004). "Creating New Families: The History of Adoption in the United States." Reviews of: (1) Carp, E.W. (Ed.) (2002) Adoption in America: Historical Perspectives. Ann Arbor: University of Michigan Press and (2) Melosh, B. (2002). Strangers and Kin: The American Way of Adoption. Cambridge, MA: Harvard University Press.

Fass, P.S. (2000). "A Child of One's Own." Review of Carp, E.W. (1998). Family Matters: Secrecy and Disclosure in the History of Adoption. Cambridge, MA: Harvard University Press. In Journal of Policy History. 12(2):279-286.

Orphanage History

Required Reading:

Morton, M.J. (2000). "Institutionalizing Inequalities: Black Children and Child Welfare in Cleveland, 1859-1998." Journal of Social History. 34(1): 141-162.

(No class on university holiday, November 26)

Session 12 - Jewish and Catholic Topics
Nov. 12

Jewish

Required Readings:

McCune, M. (1998). "Social Workers in the *Muskeljudgementum*: 'Hadassah Ladies,' 'Manly Men' and the Significance of Gender in the American Zionist Movement, 1912-1928." American Jewish History. 86(2): 135-165.

Wasserman, S. (2000). "'Our Alien Neighbors': Coping with the Depression on the Lower East Side." American Jewish History. 88(2): 209-232.

Goldstein, E.L. (2002). "The Unstable Other: Locating the Jew in Progressive-Era American Radical Discourse." American Jewish History. 89(4): 383-409.

Dollinger, M. (2002). "The Other War: American Jews, Lyndon Johnson, and The Great Society." American Jewish History. 89(4): 437-461.

*Catholic**Required Readings:*

- Anderson, M. (2000). "Catholic Nuns and the Invention of Social Work: The Sisters of the Santa Maria Institute of Cincinnati, Ohio, 1897 through the 1920s." Journal of Women's History. 12(1): 60-88.
- Morton, M.J. (2002). "The Transformation of Catholic Orphanages: Cleveland, 1851-1996." The Catholic Historical Review. 88(1):65-89.
- Gleason, P. (2002). Book review. Moloney, D.M. (2002). American Catholic Lay Groups and Transatlantic Social Reform in the Progressive Era. Chapel Hill: University of North Carolina Press. In The Catholic Historical Review. 88(4): 806-807.
- Holli, M.G. (1996). Book Review: Cutler, I. (1996). The Jews of Chicago: From Shtetl to Suburb. Urbana and Chicago: University of Illinois Press. American Jewish History. 84(2): 152-154.

Session 13. Class Presentations
Nov. 19

Session 14. Class Presentations
Dec. 3

GROUP PROJECT ASSIGNMENT INSTRUCTIONS

You may switch membership in groups as you wish provided the size of the groups does not change. Any changes in groups' membership listed below must be given to the instructor, in writing, no later than September 3 or they will not be accepted.

Biographies:

Name	Group #	Group Assignment
Campos-Moreira, Linda D.	1	Weiss, N.J. (1989). <u>Whitney M. Young, Jr. and the Struggle For Civil Rights</u> . Cambridge, MA: Princeton Univ. Press.
Caplan, David M.	1	same
Chapman, Peter M.	1	same
Crowder, Lori A.	1	same
Cryer, Qiana R.	2	Costin, L.B. (1983). <u>Two Sisters for Social Justice: A Biography of Grace and Edith Abbott</u> . Urbana: Univ. of Illinois Press.
Desta, Meseret D.	2	same
Gates, Trevor G.	2	same
Grumbach, Giesela	2	same

R.		
Hines, Judith M.	3	Rouse, J. (1989). <u>Lugenia Burns Hope: Black Southern Reformer</u> . Athens, GA: Univ. of Georgia Press.
Huffman-Gottschling, Kristen	3	same
Iida, Tanya P.	3	same
Jantz, Ian P.	3	same

Project Content. Written group review and group presentation. (Copies of your review will be distributed to the class by the instructor.) All members of the group will read the book assigned to the group and the group will prepare both a collectively written review and make a class presentation of approximately 30 minutes. See group and book assignments above.

The written review and class presentation are to:

- summarize the most important or interesting points
- critique the research strategy used
- evaluate the writing style for clarity, organization, and interest
- summarize reviews received since date of publication; evaluate the reviews; at a minimum, consult the following resources for reviews:
 - 1) Online book reviews: Use these search engines: Project Muse, JSTOR, and EBSCO Host.
 - 2) Print reviews: Book Review Index, Book Review Index to Social Science Periodicals, and Index to Book Reviews in the Humanities.

Your **group presentation** (no more than 30 minutes) for the class should give an overview of the life/lives studied in the book, highlighting what you believe to be the most important or interesting points.

Historical Research

	Group #	Group Assignment
Kelly, Brian L.	4	Gordon, L. (1999). <u>The Great Arizona Orphan Abduction</u> . Cambridge, MA: Harvard Univ. Press.
Ramirez, Milka	4	same
Rolock, Nancy M.	4	same
Vines, Linda N.	5	Gordon, L. (1994). <u>Pitied But Not Entitled: Single Women and the History of Welfare, 1890-1935</u> . N.Y.: Free Press.

Walton, Quenette L.	5	same
Venema, Rachel M.	3	same
Vidalon, Theresa M.	3	same

Content. Written group review and group presentation. Copies of your review will be distributed to the class by the instructor. All members of the group will read the assigned book assigned and prepare both a written review and a class presentation of 30 to 40 minutes. The reviews are to:

- summarize the most important or interesting points
 - critique the research strategy used
 - evaluate the writing style for clarity, organization, and interest
 - summarize reviews received since date of publication; evaluate the reviews; at a minimum, consult the following resources for reviews
 - 1) Online book reviews: Go to the UIC library website, click on "Resources" then "Search Databases for Articles ...," then "Alphabetical List of Electronic Resources," and then scroll down and use these search engines: Project Muse, JSTOR, and EBSCO Host.
 - 2) Print reviews: Book Review Index, Book Review Index to Social Science Periodicals, and Index to Book Reviews in the Humanities.
- b) Prepare a group presentation (30 to 40 minutes) for the class in which you give an overview of the life/lives studied in the book, highlighting what you believe to be the most important or interesting points.