**Research and working with Sources: Abstract Samples.**

**Introduction**

Refer to the examples below to help reference different ways to write an abstract.

**1.**

Kenneth Tait Andrews, “‘Freedom is a constant struggle’: The dynamics and consequences of the Mississippi Civil Rights Movement, 1960-1984” Ph.D. State University of New York at Stony Brook, 1997 DAI-A 59/02, p. 620, Aug 1998

This dissertation examines the impacts of social movements through a multi-layered study of the Mississippi Civil Rights Movement from its peak in the early 1960s through the early 1980s. By examining this historically important case, I clarify the process by which movements transform social structures and the constraints movements face when they try to do so. The time period studied includes the expansion of voting rights and gains in black political power, the desegregation of public schools and the emergence of white-flight academies, and the rise and fall of federal anti-poverty programs. I use two major research strategies: (1) a quantitative analysis of county-level data and (2) three case studies. Data have been collected from archives, interviews, newspapers, and published reports. This dissertation challenges the argument that movements are inconsequential. Some view federal agencies, courts, political parties, or economic elites as the agents driving institutional change, but typically these groups acted in response to the leverage brought to bear by the civil rights movement. The Mississippi movement attempted to forge independent structures for sustaining challenges to local inequities and injustices. By propelling change in an array of local institutions, movement infrastructures had an enduring legacy in Mississippi.

Now let’s break down this abstract into its component parts to see how the author has distilled his entire dissertation into a ~200 word abstract.

**What the dissertation does**  
This dissertation examines the impacts of social movements through a multi-layered study of the Mississippi Civil Rights Movement from its peak in the early 1960s through the early 1980s. By examining this historically important case, I clarify the process by which movements transform social structures and the constraints movements face when they try to do so.

**How the dissertation does it**  
The time period studied in this dissertation includes the expansion of voting rights and gains in black political power, the desegregation of public schools and the emergence of white-flight academies, and the rise and fall of federal anti-poverty programs. I use two major research strategies: (1) a quantitative analysis of county-level data and (2) three case studies.

**What materials are used**  
Data have been collected from archives, interviews, newspapers, and published reports.

**Conclusion**  
This dissertation challenges the argument that movements are inconsequential. Some view federal agencies, courts, political parties, or economic elites as the agents driving institutional change, but typically these groups acted in response to movement demands and the leverage brought to bear by the civil rights movement. The Mississippi movement attempted to forge independent structures for sustaining challenges to local inequities and injustices. By propelling change in an array of local institutions, movement infrastructures had an enduring legacy in Mississippi.

**Keywords**  
social movements  
Civil Rights Movement  
Mississippi  
voting rights  
desegregation

**2.**

"Their War": The Perspective of the South Vietnamese Military in Their Own Words

Author: Julie Pham (UCB participant in UC Day 2001)

Despite the vast research by Americans on the Vietnam War, little is known about the perspective of South Vietnamese military, officially called the Republic of Vietnam Armed Forces (RVNAF). The overall image that emerges from the literature is negative: lazy, corrupt, unpatriotic, apathetic soldiers with poor fighting spirits. This study recovers some of the South Vietnamese military perspective for an American audience through qualitative interviews with 40 RVNAF veterans now living in San José, Sacramento, and Seattle, home to three of the top five largest Vietnamese American communities in the nation. An analysis of these interviews yields the veterans' own explanations that complicate and sometimes even challenge three widely held assumptions about the South Vietnamese military: 1) the RVNAF was rife with corruption at the top ranks, hurting the morale of the lower ranks; 2) racial relations between the South Vietnamese military and the Americans were tense and hostile; and 3) the RVNAF was apathetic in defending South Vietnam from communism. The stories add nuance to our understanding of who the South Vietnamese were in the Vietnam War. This study is part of a growing body of research on non-American perspectives of the war. In using a largely untapped source of Vietnamese history and oral histories with Vietnamese immigrants; this project will contribute to future research on similar topics.

**3.**

### Memoirs of Genocide: From Poland to Sudan

Jasmine Angelini-Knoll  
Under the direction of Dr. Kenneth Waltzer, Jewish Studies Program

For this project, related to my research assistance for Dr. Kenneth Waltzer in his work on "The Rescue of Children and Youth in Buchenwald," I will look at several different memoirs rooted in experiences of mass violence undergone by children and youth. I want to draw parallels between memoirs of youthful survivors who lived through the Nazi Holocaust in Europe, and the “Lost Boys,” who survived recent violent conflict in Sudan. My sample of memoirs includes works in French by Polish Jewish boys who survived the Holocaust in ghettos and work camps, finally winding up in Buchenwald. The Sudanese memoirs trace the paths of boys as they fled from destroyed homes to refugee camps. They are written in English, often involving the collaboration of American authors. Besides engaging each story individually, the exploration of these works urges broader questions about memory of horrific violence. How is memory presented and organized in memoir? What is emphasized and why? What are the motivations for speaking as witnesses of horror and survivors of violence? What are the implications of personal memoir for the larger task of preventing violence and genocide? These stories are diverse—they take place in worlds and times apart, they involve different actors and contexts. Yet they are also connected, involving experiences by youth of mass violence, survival, and finally efforts to represent memory years later as warning, as remembrance, and as an effort to help others understand.