20th Century Research Paper Handbook

Due: Wednesday, December 19th, 2012

<table>
<thead>
<tr>
<th>Table of Contents</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical Requirements &amp; Due Dates</td>
<td>2</td>
</tr>
<tr>
<td>Planning Your Research Paper</td>
<td>3-4</td>
</tr>
<tr>
<td>Choosing a Topic</td>
<td>5</td>
</tr>
<tr>
<td>Guidelines for Finding and Using Sources</td>
<td>6</td>
</tr>
<tr>
<td>Note-taking</td>
<td>7</td>
</tr>
<tr>
<td>How to Write the Central Question &amp; Thesis Statement</td>
<td>8-9</td>
</tr>
<tr>
<td>General Paper Writing Mechanics</td>
<td>10-11</td>
</tr>
<tr>
<td>How You Will Be Graded</td>
<td>12-13</td>
</tr>
<tr>
<td>Formatting Your Endnotes/Footnotes</td>
<td>14-17</td>
</tr>
<tr>
<td>Formatting Your Bibliography</td>
<td>17-18</td>
</tr>
<tr>
<td>Research Paper No-No’s</td>
<td>19</td>
</tr>
<tr>
<td>Formatting Your Cover Page</td>
<td>20</td>
</tr>
<tr>
<td>Possible Research Paper Topics</td>
<td>21-22</td>
</tr>
<tr>
<td>Research Paper Self-Evaluation Sheet</td>
<td>23-25</td>
</tr>
<tr>
<td>Notes Check</td>
<td>26</td>
</tr>
<tr>
<td>Sage words of advice from those who came before you…</td>
<td>27</td>
</tr>
</tbody>
</table>

1 Please note that if you lose this handbook, you may find another copy online at Ms. Shen’s class website:
http://www.lsrhs.net/departments/history/ShenM/index.htm
Technical Requirements & Due Dates

Length Requirement: 6 - 8 pages

Sources: At least five (not including textbook or encyclopedias), two of which are primary

Font: Size 12, Times New Roman (or something comparably sized)

Formatting: Double-spaced; 1 – 1 ¼ margins

Cover Page: See formatting on page 20

Foot/endnotes: Chicago Manual Style (see formatting on pages 14-17)

Bibliography: See formatting on pages 17-18

Here is a list of tentative dates you should keep in mind:

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday, November 2nd and Monday, Nov. 5th (Block 6)/Tuesday, Nov. 6th (Block 5)</td>
<td>Research in library</td>
</tr>
<tr>
<td>Monday, Nov. 5th (Block 6) or Tuesday, Nov. 6th (Block 5)</td>
<td>Topic and tentative thesis statement due by the end of class (5 points)</td>
</tr>
<tr>
<td>Thursday, November 8th</td>
<td>In-class work on writing central questions &amp; thesis statements.</td>
</tr>
<tr>
<td>Monday, Nov. 19th (Block 6) or Tuesday, Nov. 20th (Block 5)</td>
<td>Notes check #1 (10 points) AND Initial bibliography due (10 points)</td>
</tr>
<tr>
<td>Tuesday, Nov. 27th</td>
<td>Preliminary outline, with central question and thesis statement, due (10 points)</td>
</tr>
<tr>
<td>Monday, December 3rd (Block 6) or Tuesday, December 4th (Block 5)</td>
<td>Notes check #2 (10 points)</td>
</tr>
<tr>
<td>Wednesday, December 5th</td>
<td>Intro paragraph and detailed 4-5 page outline due (20 points)</td>
</tr>
<tr>
<td>Wednesday, December 5th</td>
<td>If you would like to have me look at a draft of your essay, I will read up to 2 pages of your work if you get it to me by this date.</td>
</tr>
<tr>
<td>Thursday &amp; Friday, December 13th &amp; 14th</td>
<td>Peer editing – bring 2 copies of a rough draft of your paper to class to peer edit (20 points)</td>
</tr>
<tr>
<td>Wednesday, December 19th</td>
<td>Final papers due (with all notes and your outlines/bibliography with my comments) – NO LATE PAPERS WILL BE ACCEPTED (i.e. You may NOT use late passes.) (200 points for the paper, 20 points for notes, 10 points for other supporting materials)</td>
</tr>
</tbody>
</table>
Planning Your Research Paper

Step 1: Select a subject.
- Think about what interests you and decide on an idea to investigate.

Step 2: Narrow the subject into a topic.
- Narrow your topic to a specific area.
- Write out your topic in question form (your central question.)

Step 3: State your objective.
- Decide what point you are trying to make. What is the answer to your central question?
- State what you are trying to prove (your THESIS.)
- Avoid indisputable facts or opinions not supported by research.

Step 4: Gather resources and evidence
- Make sure there are enough resources available for your topic.
- Identify sources for your subject. If necessary, request books through inter-library loan. DO NOT wait until the last minute to do this step.
- Be sure you have a variety of sources, both primary and secondary.

Step 5: Set up your preliminary bibliography
- Beginning reading, taking notes, and evaluating the value of your sources. What do you hope to get from each source?
- Identify areas which you may need more evidence/research and go find more sources to fill these gaps.

Step 6: Take notes.
- Take notes on important ideas and facts discovered in research.
- Clearly label notes and separate notes into different ideas and sources. If you’re using notecards, use a separate card for each idea and each source.
- Make sure to include the following info at the top of your notes/notecard: the outline topic/category, the citation info for the source (author, title, publisher, etc.), the page number.
- Write a summary of the information. USE YOUR OWN WORDS. This is a key step to avoid plagiarism!
- Write direct quotations only if you think you may use the quote in your paper.

Step 7: Prepare a preliminary outline (this should happen in conjunction with your note-taking)
- Write your central question and thesis statement at the top of the page.
- Divide your thesis into subheadings.
- Outline body paragraphs based on areas you hope to cover in your paper. Consider where background/developing paragraphs might be useful.

Step 8: Outlining the paper.
- Spread out your notes in a logical sequence.
- Sort, group, and put notes in order of citation.
- Consider organizing your information in one of these ways: comparison, chronological development, or lists of examples.
- Write out your central question and thesis at the top of the paper.
• Write your intro paragraph. You will most likely revise this a few times but this is your first attempt. Your intro should raise the issue with which you are dealing, place your topic in proper historical context, capture the readers’ attention, define and/or clarify terms which are important to an understanding of your thesis, and answer your thesis question in general terms.
• Build off of your preliminary outline by adding in new paragraphs, expanding on existing paragraphs.
• Write topic sentences for each body paragraph. Do your best to make sure topic sentences go beyond statement of fact. Use the topic sentence to make an analytic argument that relates to and helps support the position stated in the thesis.
• Begin sorting evidence into the appropriate paragraphs. You may also want to begin writing notes to yourself after each piece of evidence explaining how each example supports the topic sentence of the paragraph and the larger thesis.

**Step 9: Writing the draft and making the final edits.**
• Write your first rough draft using your outline. Develop your concepts further.
• Re-write your rough draft. Reread your outline and make sure you’ve made adjustments for feedback given.
• Check to make sure your paper follows this sequence:
  - Introduction: present ideas to be discussed, create reader interest, state thesis
  - Body of your paper: expand your outline, develop and support main ideas with specific details
  - Conclusion: summarize findings, restate thesis in different words, make a larger historical or contemporary connection.
  - Check mechanics, spelling, and grammar.
• Read your paper aloud.
• Revise your writing once again.
  - Check your thesis; revise your thesis if necessary.
  - Check content, organization, and paragraphs.
  - Make sure you supported your ideas with evidence.
  - Check transitions – do ideas flow smoothly from one to the next?
  - Consider suggestions made by peer editors. Incorporate feedback where it makes sense.
Choosing a Topic

Your topic can be anything that relates to U.S. history from 1870 to 1988 (which is the period we will have covered as a class by the end of the year (hopefully!)) You MUST choose a topic by the time we go to the library for a research day. By that time, you will have had an opportunity to skim through your textbook, to talk with me or your parents about topics in general. The following week, I will collect your topic and any initial questions you have about your selection. I will collect your topics and tentative thesis on Monday, Nov. 5th (Block 6) or Tuesday, November 6th (Block 5). If you have concerns about your topic, we will talk about them while we are in the library.

The length of the paper should be between 6-8 pages typed. Despite the short length of the paper, I will expect extensive research and all aspects of a formal research paper (foot or endnotes and a bibliography).

Where should you start? Play to your own interests – this is your independent project, and it is an opportunity to make something uniquely yours. Here are a few suggestions about how to get started selecting a topic.

- Look through Nash’s The American People. Consult the chronologies at the end of each chapter, or scan the index at the end of the text. Browse through the text to see if anything jumps out at you.

- Talk with your families – they might have great suggestions from their own interests.

- In addition to the more predictable topics of social, economic, or political history, you might pursue some other avenues in history:
  - If you like arts generally, think about cultural history and changes in art, music, dance.
  - If you like science, think of some inventions, and their repercussions on our society.
  - If you are interested in literature, explore a piece of writing & evaluate how it depicted the society at that time, or even how it reflected or influenced the history of the time.

- If you are desperate and can’t think of any ideas, see me and we can talk about it.

- Check out pages 21-22 for a list of suggested topics.
Guidelines for Finding and Using Sources

What is expected in terms of gathering and using sources?

- I expect you to pursue secondary sources and to use primary sources as fully as possible. I expect you to use at least **SEVEN** sources all together.

- At least two of the sources must be primary (i.e. first-hand accounts from the time period), and may include: song lyrics, newspaper articles, poetry, literature, letters, speeches, etc..

- The other sources should be secondary, and may include: books written by historians, scholarly magazine articles, or articles from historical journals

- You may NOT use the internet as a source (except for scholarly sources such as primary sources, which you must verify with me first)

- Encyclopedias do NOT count as one of your seven sources (though you are welcome to use them as a starting point) – they are merely supplemental. There are a few exceptions to this rule in the case of substantial historical encyclopedias on specific topics. Please check with me if you intend to use an encyclopedia as one of your seven sources.

- Your textbook does NOT count as one of your seven sources (although you are welcome to refer to it)

- In any research paper, the more a researcher exposes his/herself to sources, the more informed, analytical, and nuanced the paper will be.

A few cautionary notes:

- Besides collecting the books or referencing them in your bibliography, you need to use a range of sources in the body of your paper. You do not want to rely too much on one source as this would not be a true research paper. The more sources the better – you will gain a more expansive understanding of your topic.

- Be certain that you have recently written sources (in the mid-to-late 1990s or beyond) as well as older sources so you can see how the historiography (how historians interpret your topic) has changed – in different eras there are sometimes radically different interpretations of an event.

- One last note: avoid a “book report” – do not be too reliant on one or two sources – any paper that is so limited will be marked down considerably. Footnotes or endnotes must also represent a range of sources.

If you have any questions about sources (including whether a particular source “counts” as one of your seven sources, please ask me. **DO NOT** wait until the week the paper is due to scrounge for your sources! In particular, do not write the entire paper before finding a primary source. You should ideally gather all your sources **before** beginning the writing process. This is why I ask you to complete an annotated bibliography.

All papers must be properly footnoted and contain a complete bibliography. See pages #14-18 for how to format your bibliography and footnotes.

Just a reminder that the initial bibliography is due on **Monday, November 19th (Block 6) or Tuesday, November 20th (Block 5).**
Note-Taking

The following is my best advice in terms of research note taking:

When taking notes, read through 1-2 pages before you take a pen/pencil in hand. Often, you will find an idea or detail stated later in a section. Try to be a critical reader and note taker. Beyond your paper, I will also check, grade and collect all your notes and outlines. A paper submitted without notes will be considered incomplete.

I strongly suggest that you either use the model notes sheets provided below, note cards, or type your notes. Many students find it most helpful to type their notes as it allows you to color-code, cut & paste, and manipulate the information more readily when you begin the writing phase. Regardless of what format you choose for your notes, keep track of page numbers, quotes, etc. At the top of each page or note card you should be sure to write the author, title, publisher, etc. Additionally, as you take notes, it is a good idea to write the pages you gathered the notes from in the margin of your notes. This way, if you need to refer back to the original source for any reason, you will know where to find it. This will also help you when it comes time to cite your sources in a footnote or endnote.

DO NOT SKIP THE NOTE-TAKING PROCESS! Do NOT sit down at the computer with your books scattered around you and write your paper directly from the books. This approach skips one of the critical components of the research process and lends itself readily to plagiarism. Instead, read, summarize and take notes on your sources. Only then should you begin writing from these notes.

For those who prefer to try the notes model provided, what follows is a sample:

Name: ____________________________ Paper Topic: ____________________________

Source information for works cited:

How this source is useful:

<table>
<thead>
<tr>
<th>Subtopic</th>
<th>Page #</th>
<th>Piece of Evidence/Quote</th>
<th>Analysis/Connection to the thesis</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Writing Your Central Question and Thesis Statement

Your research paper should be based around a central question that will ultimately be answered by your thesis statement and elaborated upon in your body paragraphs.

The central question is the question you have in your mind about your topic that you want your research paper to answer. Keep in mind that the answer to your central question cannot be factual or descriptive. It should be something that can be argued or interpreted and supported with evidence.

A good central question will place your topic into a larger historical framework. This context is critical and explains why a topic is significant and is worthy of scholarly work and attention. Writing an effective central question requires some initial research, which is why the annotated bibliography is due before your outline and thesis.

Here are some examples:

<table>
<thead>
<tr>
<th>INEFFECTIVE CENTRAL QUESTIONS</th>
<th>EFFECTIVE CENTRAL QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>What were Walt Disney’s most important accomplishments?</td>
<td>How can Walt Disney’s cartoons and films be used to gain an understanding of the transformation of the American spirit between 1930 and 1945?</td>
</tr>
<tr>
<td>What was Jackie Robinson’s life like?</td>
<td>How did Jackie Robinson’s struggle to integrate Major League Baseball reflect the larger struggle to integrate American society? In the big picture, what impact did Robinson have on the civil rights movement?</td>
</tr>
<tr>
<td>How did the AIDS epidemic spread?</td>
<td>How did the initial stigmatization of AIDS victims by the media and their marginalization in American society ironically lead to the rapid spread of the AIDS epidemic?</td>
</tr>
<tr>
<td>Was the use of the atomic bomb justified?</td>
<td>How do people think about the dropping of the atomic bomb on Japan and how can their understanding of this historical event be broadened by contextualizing it in the bigger picture of American-Japanese relations since the early 20th century?</td>
</tr>
</tbody>
</table>

Your thesis statement is not only the answer to your central question, but it is also a roadmap to the argument you will then proceed to make throughout your body paragraphs. Your thesis statement should give your reader a good idea of what you are going to argue and exactly how you are going to argue it. Let’s take the above effective central questions and transform them into thesis statements.
<table>
<thead>
<tr>
<th>CENTRAL QUESTION</th>
<th>ANALYTICAL THESIS STATEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>How can Walt Disney’s cartoons and films be used to gain an understanding of the transformation of the American spirit during the second World War?</td>
<td>Walt Disney’s cartoons and films played a significant role during the second World War, reflecting a much-needed rejuvenation after the Depression and thus uplifting the spirit of the American people and encouraging them to do their part in winning the war.</td>
</tr>
<tr>
<td>How did Jackie Robinson’s struggle to integrate Major League Baseball reflect the larger struggle to integrate American society? In the big picture, what impact did Robinson have on the civil rights movement?</td>
<td>Jackie Robinson’s struggle to integrate Major League baseball not only foreshadowed many of the issues that would be dealt with during the civil rights movement, but also paved the way for some of the movement’s successes.</td>
</tr>
<tr>
<td>How did the initial stigmatization of AIDS victims by the media and their marginalization in American society ironically lead to the rapid spread of the AIDS epidemic?</td>
<td>In the late 1970s and early 1980s, the stigmatization of AIDS as “gay cancer” dramatically hindered efforts to combat the epidemic as it spread rapidly, not only in terms of individual awareness but also in terms of public health initiatives.</td>
</tr>
<tr>
<td>How do people think about the dropping of the atomic bomb on Japan and how can their understanding of this historical event be broadened by contextualizing it in the bigger picture of American-Japanese relations since the early 20th century?</td>
<td>Despite popular understanding of the dropping of the atomic bomb on Japan as an isolated and rather sudden incident, it should be viewed instead as the culmination of a long power struggle between America and Japan that had existed for over thirty years.</td>
</tr>
</tbody>
</table>

When writing a thesis, be aware that frequently you will find as you research that your original thesis is no longer as valid as you thought. You should review and revise your thesis, if necessary, to reflect what you have learned.
General Paper-Writing Mechanics

While I know many of you know how to write a paper, a review of the basics certainly wouldn’t hurt for most people. Even if you feel that you know all of this, I would suggest you skim this information to refresh your memories.

Introduction

- The introduction should start broad and get more specific as it progresses.
- The first thing you should do is to introduce the reader to the larger context of the essay.
  - The first 1-2 sentences should contain background information (who, what, when, where, etc.)
  - For example, if you are writing a paper on the reality of immigrant’s experience in America, your first 1-2 sentences should talk generally about immigration, when it took place, who came, and maybe why people came to America. Do not dive right into the topic of the essay without giving the reader some sense of time and place (context).
- After you introduce the topic, you need to make the connection to your specific topic – transition from background information into what you will be writing about.
- The last sentence(s) of the paragraph should contain a clear, concise thesis statement.
  - What is a thesis statement?
    - A thesis statement should illustrate an argument that you will prove over the course of the paper.
    - A thesis statement should always contain brief mention of what the body of the paper will discuss in greater detail.
    - If the question asks you to defend a particular point, the thesis statement will state the point as a fact and back it up with brief mention of 3-5 major reasons why it is true. These reasons will then be the basis of the body of your paper.

Body Paragraphs

- Each body paragraph should start with a topic sentence to preview to the reader what the paragraph will discuss.
- Each body paragraph should contain at least three examples to support the specific point being addressed in the paragraph. (The exception being if you are writing a background paragraph.)
  - Examples should include quotations, facts, statistics, etc. (with citations)
  - This is where you will usually include quotations from texts and citations from readings and notes that you have.
  - Supporting facts or quotes should be smoothly integrated into the paragraph. Do not assume that the evidence speaks for itself! Introduce your quotes and then either summarize how they relate to your thesis or analyze what the quote tells you about your topic.
- You should have at least one quote per paragraph.
- The body of your paper should be as specific as possible and should offer as clear and vivid illustrations as possible.
- The purpose of a research paper is not to summarize or retell a story. As such, this should not be a book report. Rather, your paper should make a specific argument. With this in mind, research papers are unlike analytical essays in that every paragraph does not have to connect directly to the thesis statement. You may include a paragraph here or there that does not directly support the thesis statement. You may do this only if
you are including the paragraph of information with the intention of using it to set up another argument which will support the thesis.

- The last 1-2 sentences of each body paragraph should (if appropriate) connect the information discussed in the paragraph to the thesis statement.

- The last sentence of the paragraph should not only bring the paragraph to a conclusion, but it should also serve as a transition into the next body paragraph (i.e. find a connection or relationship between the two paragraphs.)

**Conclusion**

- The conclusion should summarize the contents of the entire paper and should try and offer some additional insights (intelligent comments or observations) about the topic.

- Restate your argument – do not cut and paste the introduction verbatim or try to change one or two of the words from the introduction!

- Open the paper up. It is here that you should try to do one of the following:
  - connect your paper to the larger historical picture
  - state its significance to the time period
  - relate it to later events or issues
  - think of other questions to ask (related to the topic)

- The conclusion is your final chance to frame your essential ideas in a brief, convincing way in order to pull together strands of your argument, summarize connections, suggest implications based on these connections. Reflect on what you have developed in your paper and have learned as a result of your research.

**A final reminder:** With every sentence, every paragraph, always ask yourself if it helps to prove your thesis. If the answer is not a resounding “YES!”, than chuck it. Unless it is essential, do not include it.
How You Will Be Graded

I will be evaluating your research paper on the following basis:

1. The strength of your thesis and your integration of your thesis as an analytical tool throughout your paper:
   Always ask the question, “How does this information advance my argument?”

2. How well your paper connects your topic to larger trends taking place at the time in U.S. history. In some ways, you are really almost writing two research papers—one about your topic, and one about your era. You need to place your topic in context to describe and evaluate its historical significance. Without this context, your paper will lack a central argument (see rubric).

3. Your use and the variety of sources that you employ: Remember that you must use at least two primary sources and at least seven sources total. You must use your primary sources in a way that illuminates and/or illustrates your thesis. (The more primary sources you have the better as this enables you to do more original interpretation.) Avoid an over-reliance on the internet or on encyclopedias. When in doubt about citing, CITE!!

4. Your writing style: Strong writing supports the communication of your research and analysis. Complex sentences do not make thoughts any “deeper.” In fact, the best writing is often sparse. Editing is well worth your time. Please take the time to consider the comments given to you by your peers and anyone else who reads your paper.

5. Organization: You should organize the presentation of your research in as logical and as directed a manner as possible. Pay attention to transitional sentences and phrases. This will make for a more artful paper.

6. Process. As you complete the stages of the paper, you will receive comments on the various components of your paper, including your works cited page and your central question/thesis. Does your final paper incorporate the comments you received during the process?

7. Mechanics: The mechanics of formal research papers do matter. Proper form on bibliographies and footnotes is expected. Please consult the appropriate hand-outs if you are unsure about anything. Title page and attention to “no-no’s” (page 19-20) is another opportunity to demonstrate a consideration of all components of a research paper.

I will be assessing your paper on the following qualities:

I. CONTENT:
   A. Thesis Statement
      1. Is your thesis statement analytical and does it show originality of thought?
      2. Strength/Quality of the thesis statement?
B. Breadth/Depth of Information
   1. Do you cover the major issues relevant to your topic?
   2. Do you use examples and specific details to support your thesis?
   3. Does the paper include sufficient documentation to support your position?
   4. Is the information discussed in enough detail?
C. Development/Conclusions
   1. Are your information and conclusions accurate?
   2. Are your thesis & arguments well-developed in the body of the paper?

II. ORGANIZATION:
A. Introduction
   1. Does the intro ¶ grab the reader’s attention?
   2. Does the intro ¶ gradually lead into the thesis statement?
   3. Is the thesis statement towards the end of the first ¶?
   4. Does the intro clearly state the thesis and does it include a brief summary of the main points?
B. Body
   1. Is the information in your background ¶s appropriate?
   2. Are your points/¶s logically organized to create a coherent, convincing argument?
   3. Does each body paragraph include a topic sentence?
   4. Do body paragraphs clearly support the topic sentences?
   5. Does the paper include transitions btw ideas and supporting details, as well as btw paragraphs?
C. Conclusion
   1. Does it sum up the paper in a concise manner?
   2. Does it include a good assessment of the “so what?” question?
   3. Does it provide a sense of how this suggests the future w/o trying to “save the world”?

III. PAPER STYLE/MECHANICS:
A. The Language
   1. Is the wording clear and precise?
   2. Does the essay flow? (e.g., transitions between points and ¶s, varied sentence structure, etc.)
   3. Is the tone and style your own?
   4. Does the paper contain well-formed sentences and well-formed paragraphs?
B. Proper Grammar/Spelling/Punctuation
   1. Is the paper well-edited (i.e. checked for spelling, grammar, punctuation, subj/verb agreement)?
C. Quotations
   1. Are quotes introduced properly?
   2. Are the quotes used effectively? (i.e. to enhance a point, not to speak for itself?)
   3. Is there an appropriate use of quotes? (i.e. not over or under-used?)
D. Citation of Sources/Bibliography
   1. Are all of your sources cited in either a footnote or an endnote?
   2. Are all of your foot/endnotes done correctly?
   3. Does your paper include both foot/endnotes and a bibliography?
   4. Did you use a range of sources (i.e. not overly dependent on 1-2 sources)?
   5. Did you use at least the required number of sources (7) (at least 2 of which are primary sources)?
   5. Is the bibliography done correctly?
E. Format/Following Directions
   1. Is it double-spaced with reasonably-sized margins?
   2. Did you number your pages?
   3. Does your paper stay within the minimum and maximum length requirements?
1. A footnote or endnote is a note that includes specific information about which source was used to locate a piece of information. Because page numbers are included, these notes are more exact than bibliographic citations. However, they do not replace the need for a bibliography.

2. Footnotes and endnotes should be written in the form of traditional number symbols (1, 2, 3, 4).

3. Each citation should have a different number, regardless of whether you are using the same source multiple times.

4. Footnotes and endnotes should be inserted immediately after the period at the end of your sentence – NOT in the middle of a sentence! Additionally, footnotes should be placed AFTER punctuation AND quotation marks. For example, “This is how you do it.”
   a. “This is an example of what it should NOT look like.”
   b. “This is another example of bad footnote use.”
   c. “I think you get the point.”

5. Footnotes are single spaced and appear at the bottom of the page where the citation is found. Endnotes are double spaced and belong on a separate page, after the body of your paper. At the top center of this page should appear the word “Endnotes.”

6. Footnotes or endnotes should be incorporated in the paper after the following scenarios:
   a. After using a direct quote from a text, person, or other resource.
   b. After including important specific information, ideas, or arguments obtained from another resource or text (i.e. statistics, factual information, author’s interpretation of an event, etc.)
   c. Citations should NOT be used for quotations which are familiar to any educated reader, ideas that are generally accepted, or facts that are well-known and undisputed.

7. If a quotation is longer than four lines in a paragraph, use a block quote. This means that you should single-space the quote, indent on both sides, and drop the quotation marks. Here is an example.

   As issues of race are often conflated with issues of class, it is important to recognize that the lower classes of American society—most likely populated by members of marginalized racial groups—were also blamed for the venereal disease epidemic. According to Allan Chase:

   Another reason for the greater prevalence of STD among the world’s poor is equally well known to psychiatrists and other behavioral scientists. Poor people who can rarely afford tickets to the theater, concerts, sports arenas, and amusement parks, or who cannot afford bowling alley fees, weekend jaunts or long ocean cruises, and other nonfree individual and family pleasures, are traditionally more likely to settle for less costly and more available ancient pleasures.
Chase's findings were also supported by studies that explored sexual values in lower-class families to find out what factors encouraged promiscuity among lower-class children.

8. Your quotations should be integrated smoothly into the flow of your text. They should not stand alone. The person responsible for the quotation should ALWAYS be identified. You will lose points on your research paper if you do not do this.

a. GOOD: “Quotations should always be integrated smoothly into the flow of the text,” wrote historian and grammar expert Melisa Shen, “or else your reader will be confused.”

b. GOOD: According to grammar expert Melisa Shen, “Quotations should always be integrated smoothly into the flow of the text.”

c. BAD: Students in Ms. Shen’s history class seem to think that it is okay for quotes to stand alone. “What these people don’t know is that it looks bad and is confusing for the reader.”

9. Subsequent Footnotes (after you cite a source for the first time)

a. After you cite a source and write it out in your footnote in its entirety, you can use two methods to make citing subsequent references to the same source easier.

b. One of those methods is Ibid. If you cite something from the same source and the same page two times in a row, your citation would look like this:

   1. Ibid.

c. If you cite something from the same source but a different page, your citation would look like this:

   1. Ibid., 45.

d. If you then cite a different source, but then want to return to a source you already cited, all you have to do is put the author’s last name, shortened title, and page number. In this case, your citation would look like this:


10. Format for endnotes and footnotes:

   a. For books, textbooks, other secondary sources:
      i. Single author:

      ii. Two authors:

      iii. Three authors:

      iv. More than three authors:
v. Editor or Compiler as “author”:

b. For journal or magazine articles:
   i. Journal articles:
   ii. Magazine articles:

c. For encyclopedias:
   i. Unsigned articles:
   ii. Signed articles:

d. For newspapers:
   i. Irish Daily Independent (Dublin), 16 June 1904.

e. For interviews:
   i. Published interviews:
   ii. Unpublished interviews:
   iii. Unpublished interview by writer of paper:

f. For music:
   i. Published musical scores:
   ii. Musical sound recordings:
g. **For sound recordings:**

h. **For video recordings:**
   i. *Itzak Perlman: In My Case Music*, prod. and dir. Tony DeNonno, 10 min., DeNonno Pix, 1985, DVD.

i. **For television recordings:**

j. **For works of art:**

   ii. References to reproductions of works of art in published sources:

k. **For primary documents:**
   i. (If possible) First and Last name of author, *Title of document*, (year written), page number (if possible)

l. **For websites:**
   i. (If possible) First and Last name of author, “*Title of Website Article,*” Publisher of the website, Day Month Year of electronic publishing, Web, Day Month Year website accessed.

---

### How to Format Your Bibliography

**Bibliography**

**BOOK WITH ONE AUTHOR**


**BOOK WITH EDITOR**


**BOOK WITH MULTIPLE EDITORS**

TRANSLATED BOOK


ARTICLE IN A MAGAZINE / JOURNAL


ARTICLE / CHAPTER IN AN EDITED COLLECTION


SERIES OF ISSUES IN A MAGAZINE


SERIES OF NEWSPAPER ARTICLES


Citations for the Bibliography are similar to those for footnotes/endnotes, but DO NOT confuse them. There are four fundamental differences:

1. While in foot/endnotes you cite the author’s name in order (i.e. First and Last name), in a Bibliography you cite the author’s last name first (i.e. Last Name, First Name of author).

2. Rather than separating the author, title, publishing info, page numbers with commas, you separate them with periods.

3. You do not place parentheses around the publishing information.

4. If a citation is more than one line long, you indent every line after the first line (i.e. the second and third line will be indented.)

*For example:*

**Research Paper Writing No-No’s**

**Things to avoid:**

- Writing a narrative (e.g., telling all you know about something) or a patchwork of disconnected bits of information you’ve read.

- Relying on one source or having one source dominate or be used exclusively in a major section of your paper. Your research should be drawn from all your works cited.

- Eliminate as much passive voice as possible; use action verbs as much as possible.

- Contractions (i.e. can’t, won’t, don’t, wasn’t, etc.)

- Avoid using “very” as a modifier

- Do not call the subject of your paper (if applicable) by his/her first name alone. You are not the historical subject’s friend. Use the entire name or the last name.

- South, North, West, etc. are capitalized only when referring to this as a region (i.e. “The South lost the Civil War.”) One does not capitalize when using north as a direction (i.e. “He headed north.”) Neither do you capitalize when you use “eastern United States”.

- Beginning a sentence with “But…” or “Because…”

- Writing in the first person (i.e. “I believe…” or “I think”)

- Informal or judgmental writing (i.e. “It is obvious that…” or “Housing conditions in late 19\textsuperscript{th} century cities sucked.”)

- Common spelling mistakes: “it’s” as opposed to “its”, “there” instead of “their” (possessive)

- Smaller than 12-point font or a lack of margins (less than 1”). Your paper should be written in 12-point Times New Roman font (or a comparably sized font)

- **AVOID CONJECTURE!** i.e. “If such-and-such event had never happened, things would have been a lot different.” Keep your analysis in the realm of the concrete.
The Consequences of Spatial Transformations of Seventeenth-Century Mediterranean Cities during a Time of Plague

Melisa Shen
Space and Place
Professor Dobbs
December 20, 2012
Possible Research Paper Topics

• American Jews and the Holocaust
• My Lai Massacre
• Iran Hostage Crisis
• “Discovery” and treatment of AIDS
• Joseph McCarthy
•HUAC investigations (the Hollywood 10, etc.)
• Art, Music or Literature of the Counterculture
• Doris Day and 1950s women
• Environmentalism in the 1960s & 1970s
• Julius and Ethel Rosenberg
• J.D. Salinger and Catcher in the Rye
• James Dean
• Sally Ride
• Bay of Pigs Invasion
• War on Poverty
• Freedom Rides
• Alfred Kinsey, Hugh Hefner and the Sexual Revolution of the 1950s

• Kent State and Jackson State killings
• Stock Market Crash
• Prohibition Era
• Booker T. Washington & W.E.B. Du Bois
• Samuel “Golden Rule” Jones
• Charlie Chaplin
• John Muir
• Flappers
• Scottsboro Trial
• The Scopes-Monkey Trial
• History of the Appalachian Trail
• Lynching in the New South
• The Great Migration
• Artwork of Diego Rivera
• Cesar Chavez and the United Farm Workers
• Mexican-American Migrant Farm Labor
• Radio Priest Father Charles Coughlin

• Madame CJ Walker
• Norman Rockwell & the Influence of his Art
• Charles Lindbergh and the America First Committee
• Women Inventors
• Muller v. Oregon (1908)
• The Harlem Renaissance (art, music, etc.)
• Upton Sinclair’s The Jungle
• Palmer Raids
• The Birth Control movement, invention, and testing
• Jacob Riis
• Influenza Epidemic
• Alice Paul & the National Women’s Party
• Sports History – Boxing, Baseball, etc.
• Musical Shifts or Style Shifts in a particular era
• Native American Reservation Policy
• Jacob Lawrence
• Origins of the Minstrel Show – Blackface
• Chinese Exclusion Act of 1882
• Caricatures of Immigrants / Ethnic Groups
• Sacco and Vanzetti
• Zoot Suit Riots
• WPA and the Arts
• Marcus Garvey & Pan-African Movement
• Ida B. Wells (anti-lynching crusader)
• Eugenics Movement
• Development of IQ Tests
• Jim Crow Laws
• Industrial strikes – Pullman, Homestead, Haymarket
• D.W. Griffith’s Birth of a Nation
• Students for a Democratic Society
• Native American Protest Movements
• Japanese-Americans in World War II
• Music in the 1960s and its influence
• Tuskegee Airmen
• Space Exploration
• Eleanor Roosevelt
• Japanese-American internment
• Navajo Code Talkers
• Cuban Missile Crisis
• A. Phillip Randolph
• Space Race
• Pearl Harbor
• The March on Washington
• Korean War
• Vietnam War – opposition to the war, student activism, journalism during the war, draft, etc.

• Woodstock
• The Black Panthers
• Boston busing – school desegregation
• Malcolm X
• Drugs & their effect on the culture of the 1960s or 1970s

• Women in Baseball (AAGPBL)
• Betty Friedan – NOW & The Feminine Mystique
• Title IX
• Gloria Steinem
• Bombing of Hiroshima
• Aretha Franklin & the start of Soul Music
• Watergate Scandal
• The Cold War and the Arms Race

• Women in WWII
• Jackie Robinson and the integration of baseball
• The Negro Leagues
• Birth and influence of television
• Music of the 1950s & its Influence on Rock & Roll
• Sputnik and its Influence
• 19th–20th century Immigration restriction
• Jack Kerouac and the Beats
• Marilyn Monroe
• Roe v. Wade
• The Significance of the Atomic Bomb in U.S./Soviet Relations

• Ruben “Hurricane” Carter
• Anti-Miscegenation Laws – Loving v. Virginia
• Robert Kennedy
• The Rolling Stones and their Influence
• Legacy of the Great Society
• Bakke v. Regents of the Univ. of CA decision (1978) and affirmative action
• Double V Campaign
• Ronald Reagan and the rise of Conservatism
• Iran-Contra Scandal
• The Energy Crisis (1974)
• Gay rights movement
• The National Organization of Women (NOW) and the ERA

Notes to Self
## Research Paper Self-Evaluation Sheet 2012-2013

**Directions:** Before handing in your finished paper, you should proof read it and check your work to make sure it meets the following criteria. I will be looking for these things when I grade your papers.

\[ \checkmark = \text{Requirement met; W = Weak/Needed Improvement; N/A = Not able to evaluate/Missing!} \]

### FORMATTING \( \checkmark \) LIST

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Meets minimum length (6 pages) and does not exceed maximum length (8 pages) ( \checkmark )</td>
</tr>
<tr>
<td>2</td>
<td>Font size 12, plain type</td>
</tr>
<tr>
<td>3</td>
<td>Standard 1 inch margins and double spaced</td>
</tr>
<tr>
<td>4</td>
<td>Pages numbered -- not hand written.</td>
</tr>
<tr>
<td>5</td>
<td>There are a minimum of 7 sources cited in your paper.</td>
</tr>
</tbody>
</table>

### CITATIONS

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Footnotes or endnotes are formatted correctly. ( \checkmark )</td>
</tr>
<tr>
<td>7</td>
<td>All quotes, specific info, and others' ideas are cited with proper citations.</td>
</tr>
<tr>
<td>8</td>
<td>Paper does not rely on 1 or 2 sources!</td>
</tr>
</tbody>
</table>

### QUOTATIONS

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Short quotations (fewer than 3 typed lines) are formatted properly. ( \checkmark )</td>
</tr>
<tr>
<td>10</td>
<td>Block quotations (longer than 3 typed lines) are formatted properly.</td>
</tr>
<tr>
<td>11</td>
<td>Sufficient number of quotes are used to support your analysis.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>12</td>
<td>Quotes are chosen to maximize the effectiveness of your point (i.e., quotes do not do the explaining for you. Rather, they are said in a way that you could not do effectively in your own words).</td>
</tr>
<tr>
<td>13</td>
<td>Longer quotations are properly introduced and/or analyzed so that the <em>significance</em> of the quote is clear to the reader.</td>
</tr>
<tr>
<td>14</td>
<td>Different types of quotations are used (i.e. short, medium, and long!)</td>
</tr>
</tbody>
</table>

**BIBLIOGRAPHY**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>Bibliography is properly located.</td>
</tr>
<tr>
<td>16</td>
<td>Bibliography begins on a separate page from the text of your paper.</td>
</tr>
<tr>
<td>17</td>
<td>Each entry is aligned correctly (hanging indents, etc.)</td>
</tr>
<tr>
<td>18</td>
<td>All entries are double spaced, with no skipped spaces between entries.</td>
</tr>
<tr>
<td>19</td>
<td><em>Italics</em> OR <em>underlining</em> are used consistently (i.e., do not use both. Choose one and stick with it).</td>
</tr>
<tr>
<td>20</td>
<td>Entries are properly ALPHABETIZED.</td>
</tr>
<tr>
<td>21</td>
<td>Each entry is properly formatted depending on the type of source.</td>
</tr>
<tr>
<td>22</td>
<td>There are minimum of 7 sources.</td>
</tr>
</tbody>
</table>

**STYLE MECHANICS**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>23</td>
<td>The wording is clear and precise.</td>
</tr>
<tr>
<td>24</td>
<td>The writing <em>flows</em> (e.g., transitions b/w points and ¶s, varied sentence structure, etc.)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>The tone and style are your own. Vocabulary is varied but not overdone or flowery.</strong></td>
<td></td>
</tr>
<tr>
<td>Technical errors (spelling, capitalization, verb tense, complete sentences, punctuation, S-V agreement, etc.) are kept to a minimum.</td>
<td></td>
</tr>
</tbody>
</table>

**CONTENT/ANALYSIS**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The introduction grabs or hooks the reader’s attention and “sets up” what the paper will be about (i.e., the paper should not start like a cold shower!)</strong></td>
<td>√</td>
</tr>
<tr>
<td><strong>The intro. clearly establishes the importance of the paper topic and the argument which you will be proving but does NOT go into too much detail.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>“I” statements and questioning are avoided.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Paper has a clearly stated argumentative Thesis Statement.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>The intro. introduces the main arguments that you will make to prove your Thesis Statement.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Thesis Statement is convincingly supported and proven throughout. You do not simply “tell a story”, but you analyze information and prove an argument.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Paper provides sufficient historical background to understand your topic.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Each ¶ begins with a topic sent that states the main idea of the ¶.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>¶s are organized in a logical fashion to create a coherent, convincing argument.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>The paper has sufficient content/evidence to back up your Thesis Statement and supporting ideas. You convince the reader that your argument is correct based on facts, not opinions.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Relevance of evidence/information is made clear with articulate explanations that support the thesis statement.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Paper shows thoughtful and convincing understanding of the topic.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Conclusion includes insights that are reflective and underscore to the reader the importance of your topic.</strong></td>
<td></td>
</tr>
</tbody>
</table>
Note Checks

There will be 2 formal note checks. On these note checks, you should provide me a list of your sources and be prepared to show me your notes on each source. I am evaluating your notes on the areas indicated below. Do NOT fall behind on note-taking. This is the most frequently cited regret I hear from students year to year.

Name: ___________________________ Date: ___________ Block: _________

Notes Sheet #1 (Minimum of three sources required)

List the Source Information below:

1. ______________________________________________________________________________________

2. ______________________________________________________________________________________

3. ______________________________________________________________________________________

4. ______________________________________________________________________________________

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consistent format used; notes have subject headings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sources are scholarly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Notes are detailed, include ample evidence to support the thesis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There are plenty of direct quotes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analysis of the notes included with connections to the thesis and/or American history</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

______________________/10 Points
Sage words of advice from those who came before you...

- It's important to write about something that you have a strong opinion about and to find a topic that generally interests you.
- Begin finding sources on the basic idea before narrowing down your thesis to find topics with good information and support.
- Make sure that your thesis statement is narrow enough to write a good and completely focused paper that proves a point.
- The more info and effort you put into your notes and outline, the easier it is to write the paper.
- Type your notes if you can – it saves you time when it comes time to writing the outline and the paper if you don’t have to type everything up.
- Make sure to complete all the steps and do them on time because there is so much work that being behind makes it hard to catch up. Staying on task makes the process easier.
- Do not wait until a few days before the deadline to start the outline.
- Don’t wait until the last week to finish your paper. It’s possible but certainly not fun.
- Have as many people edit your paper as possible. You can never edit enough.
- Analyze, do not just tell!
- Meet with Ms. Shen a lot.