

Thomas Edison's Patent Application for the Light Bulb

Thomas Edison's patent drawing for an improvement in electric lamps, patented January 27, 1880; Records of the Patent and Trademark Office; Record Group 241; National Archives.

Friends' Central School American History Research Guide 2010

The tiny print - Section 107: Limitations on exclusive rights: fair use

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- 1) The purpose and character of the use, including whether such use is a commercial nature or is for nonprofit educational purposes;
- 2) The nature of the copyrighted works;
- 3) The amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
- 4) The effect of the use upon the potential market for or value of the copyrighted work. (Added Pub. L. 94-553, Title I, October 19, 1976, 90 Stat 25546)

I. Introduction.

This spring much of our time will be spent on individual research projects in American History. You will choose your own topic -- except for sports, music, or certain other topics -- and complete the research in stages throughout the winter and spring. This paper will count for a significant portion of your grade for the last trimester.

These are the general paper requirements:

- 10 pages long, exclusive of bibliography
- typed, double-space, and in 12-point **Times** font, written in the past tense
- a bibliography in the Chicago Manual style, primary and secondary sources separated and alphabetized
- citations in 12-point font, single space, as per Chicago style; block quotes for any quote that runs for two sentences or more than five lines: indented, single-space
- you **MUST** keep a copy of your paper, updated weekly, on the school's server

Your research should be based on **primary sources**:

- you may choose from the thousands of online sources on the websites listed in this packet – **no other primary sources may be used without permission** – see me for help
- the number of sources needed will vary from one, in the case of a book-length source, to dozens, in the case of newspaper articles: you need enough to create a 10-page paper
- at least **two** secondary sources; these should be academic sources, either books or articles, written for a scholarly audience, and published within the last thirty years
- no websites may be used for secondary research, except J-Stor, nor may you use children's books or encyclopedia articles.**

II. Due Dates.

- These are all required assignments, and all should be typed in 12-point Times.
- Grades will be lowered for missed deadlines.

	DUE:
1. Possible Topics: 3 sources, 3 paragraphs:	January 20
2. Preliminary Bibliography: 5 primary sources with Research Question:	February 17
3. Updated Bibliography, Background Summary & Focus Statement	March 3
4. In-Class Presentation [March 15-19+]	_____
5. Thesis statement:	March 22
Spring Break March 25-April 2	
6. Rough Draft:	April 14
7. Final Paper:	May 12

III. Documenting Sources to Avoid Plagiarism

Plagiarism is taken very seriously at Friends' Central, and you are responsible for learning what it is and how to avoid it. Simply put, plagiarism is the submission of material under your own name that you did not create yourself. You must give credit in your paper for any idea that is not your own unless it can be considered common knowledge.

Document a source if...

- you quote the passage verbatim (use quotation marks)
- you paraphrase the passage
- you summarize the passage
- you borrow someone else's opinion or analysis
- you use someone else's organizational structure
- you include obscure information

Regarding "obscure information," there is room for disagreement about what to document, so when in doubt, cite. Do not bother to document a fact that could be found in any commonly used source. For example, the fact that World War II ended in 1945 does not need to be cited. But be sure to document less accessible facts, such as the specific number of operational submarines that Nazi Germany had in January 1945. The harder it would be for your readers to come across your fact through their own efforts, the more surely you need to document it. A fact or idea is generally considered to be common knowledge if you can find it in more than two or three of your sources (unless they all cite the same reference).

Documentation (or citations) for this paper must be done with footnotes according to the Chicago format for footnotes. Examples are on pages 7 & 19.

IV. Ten Pages Broken Into Bits

10 PAGES: BROKEN INTO BITS

Undergraduates intimidated by the task of writing a ten-page term paper may find it helpful to break the assignment and the paper into smaller units. At right is a model breakdown, showing the structure of a hypothetical 22-paragraph essay, which would normally work out to about 10-12 pages. Each gray rectangle represents one paragraph. Of course, this is an overly formulaic proposal. History will not fit into such neat boxes. Some sections will be longer than others. But this is a starting place for your wanderings.

The hard part about writing is that there is no set order in which the elements should be written. Among the first tasks are to break the story into sections, write a topic sentence for each planned paragraph, and come up with a working hypothesis. All will change in the course of actually writing. Your evidence will change your thesis. Your thesis will suggest ways in which to present your evidence. Keep rereading and rewriting thesis and evidence and conclusion until all tell the same story.

Introduction: (2 paragraphs)

The first paragraph poses the research question. Often, it tells a brief story, then explains why that story needs interpretation. E.g., "In August 1814, a British force invaded Washington and burned the White House. Why was the city so poorly defended?"

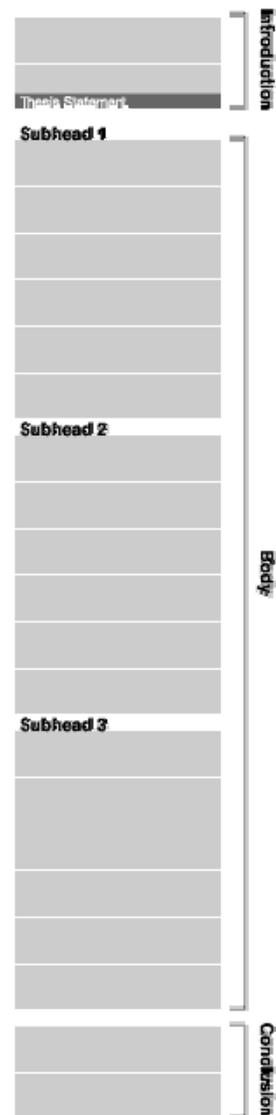
Paragraph two explains how the paper will answer the question posed in the lead. The paragraph ends with the thesis statement: a one-sentence summary of the argument of the essay.

The Body (3 X 6 = 18 paragraphs)

It is often useful to break down the body of the essay into two, three, or four parts, each identified with a subhead. Three is an especially strong number. For example, Section I could state one side's position in a debate, Section II could state the opposing case, and Section III could explain how the conflict was resolved. Each body paragraph should begin with a topic sentence that supports both the main point of the section and the thesis of the paper. It may be helpful to write all eighteen topic sentences first, then flesh them out. (Of course, some may be dropped in the writing process, while others fragment into multiple paragraphs.)

The Conclusion (2 paragraphs)

Paragraph 1 of the conclusion reiterates your thesis, explaining why it is the best means of understanding the evidence you presented in the body. Paragraph 2 explains why this argument matters, and how the story and its interpretation help us understand something more universal than the specific topic addressed in the paper.



V. Assignments explained.

1. Getting Started: 3 Potential Sources, 3 Paragraphs

Start with the documents, and Start Early!

You are at liberty to choose any research topic in American History, 1620-1987 [EXCEPT SPORTS, OR MUSIC, or certain other subjects] that uses at least one of the databases listed on p. 14. You may also add other primary sources relevant to your topic that are not on the listed sites, but please, you must check with your teacher first.

The easiest way to begin a research project is to begin with the documents and *then* frame a question for your research. A list of research sites – offering reports, advertisements, letters, magazines, newspapers, etc. – is included in this packet and on the class website. Additional suggestions for finding a topic begin on page 12.

...[W]hen you choose your own research topic, you are engaged in the practice of history at a much more sophisticated level. You are, in fact, doing the same work that a professional historian does...¹

Shop for interesting documents at these websites – you will need to find and print out three **different documents** for three **different potential topics**. You will also write a paragraph for each document, outlining how you would use the document. You may want to consider potential questions that would be answered by the document. The three topics will be evaluated for feasibility and depth, and please feel free to meet with your teacher for help defining what is a workable topic for a 4-month research project. Quality counts!

Turn in:

**3 photocopies of documents, and
3 typed paragraphs.**

¹ Mary Lynn Rampolla, [A Pocket Guide to Writing About History](#). (Boston: Bedford/St. Martins, 1998), p. 22.

2. Getting Committed: Preliminary Bibliography and Research Question

You have your topic, you have your documents: now you need to prepare a **bibliographical list** of the same. Generally, this is the form they will take:

Author. "Title: in Quotation Marks." Publication date.
<website> (date you visited website)

Here is one using the Proquest Database:

"Record Crowd Sees Mummies' Parade." *The New York Times*, 2 January 1965, 16. <http://proquest.umi.com> (12 February 2007).

And some others from the web:

Kennedy, John F. "Inaugural Address of John F. Kennedy. " January 1961.
<<http://www.cs.umb.edu/jfklibrary>> (17 October 1998).

Darwin, Charles. "Origin of Species." 1871.
< <http://www.fordham.edu/halsall/mod/1871darwin.html>> (17 November 2003).

You will also need to shape and refine the subject for a more manageable research question. This is called "framing the question." You must figure out how you are going to study the subject, and these are some of the more common approaches historians take:

- change over time
- comparison, based on differences of class, region, sex, etc.
- old question, new evidence
- old evidence, new question

Specifics for this approach are found on p.12 -- "Choosing a Topic: How Historians Work." This is probably the hardest part of your research, but it is worth the effort. A good question will lead you to a good answer, also known as your thesis.

Please feel free to meet with your teacher before the due date for help with this. You may also want to begin your background reading on your own, and this will help to shape your research question.

Turn in:

- bibliography of 5 documents in appropriate format**
- your research question.**

3. Getting Serious: Updated Bibliography & Background Information & Focus Statement

You have documents, now it's time for some serious background reading.

You will need to list all of your primary sources and add at least two secondary sources,² with brief annotations explaining how each book will be used in your research. Remember that for the most part, older is NOT better with secondary sources: try for secondary sources written after 1970.

Bibliography: primary and secondary sources should be listed separately, and be in proper format -- see Chicago style sheet, found starting on p. 19. This should be a nearly complete list of the works you are using, both the primary and the secondary sources. Your sources should be predominantly scholarly works [i.e., nothing from Time/Life books or children's presses, and **no websites**]. You should have only one book listed for "general information," since by this time you should be digging for information specific to your question.

Background Information: two pages, typed, summarizing what other historians have already said about your subject.

Focus Statement, which is your research question with some elaboration on sources and methods. You need to describe how you hope to find an answer, and this is a typical focus statement:

*How did the anti-feminists of the late nineteenth century view women's education?
I am interested in what these people thought were the dangers of education for women – to the women themselves, to the society, and to the school system, which belonged to men. I will be looking, I think, at a lot of editorials, although I expect to find some news stories as well. I am looking primarily at newspaper editorials from the NY Times, and maybe some pamphlets.*

This will help with your next stage of research, to find information that relates just to this question. You will be working with several different types of computer search engines [instructions in this packet] but for most of them you need key words:

-women's education	-women's schools	-antifeminism
-Bryn Mawr College	-education	-Oberlin College

Turn in:

- annotated bibliography
- background summary
- focus statement.

² Secondary sources are to be used as background reading: they help you to understand your primary sources, and should used very little in the final paper. Remember your paper is graded on the quality of work with the **primary** sources.

4. In-Class Presentation

It's your turn!

Fascinate us! Enlighten us! Tell us all about it! You will have approximately 10 minutes to summarize your research. That is, you should tell us about your materials, your question, and your method for research. You should **not** use this time to summarize what other historians have said on the topic –i.e., the “background.” You must prepare a handout for the class – a map, a picture, or a paragraph-length section of one of your documents. See your teacher for permission to use the copy room.

Turn in: handout for the class, ____ copies.

5. Thesis Statement and preliminary quotes.

Your thesis is nothing more than an answer to your focus question:

Q - How did the anti-feminists of the late nineteenth century view women's education?

A - Anti-feminists thought women's education would make women unsatisfied with the role society created for them.

Once you have a thesis statement, you can continue to collect information from the documents that relate to it. The rest of your paper should advance your point about the subject, not report the facts that other historians have discovered. When you start writing, your first paragraph will state the thesis, and the rest of the paper will try to prove it.

Your thesis is a minor deity, which demands attention and offerings.

Respect your thesis, and respect your primary sources. Each and every paragraph should support the thesis using your primary sources. The more evidence from primary sources, the stronger the thesis, the better the paper, the higher the grade. *Just a coincidence?* You be the judge.

The second part of this assignment is a list of at least **five quotes** from your sources [with citations] accompanied by your analysis. That is, you should write 2-3 sentences explaining what the quote means and how it applies to your thesis. Quality counts, yet again.

Turn in:

- a typed thesis statement, with your original research question**
- list of quotes, with citations, and analysis.**

6. Rough Draft: the state of almost being there.

The rough draft is the *nearly finished* version of your paper, and your teacher's last chance to check in with you about problems with analysis, writing, etc.

Your typed [double-space] draft should be proof-read for typing errors and misspellings. There should be no contractions, colloquial phrases, and no personal pronouns [except in quotes]. **Please write in the past tense.** Your draft should include citations indicating any ideas or information you took from primary or secondary sources. Your draft should include a bibliography, with a separate listing for primary and secondary sources.

Primary sources should be very much in evidence in the rough draft, either paraphrased or directly quoted. In either case, you must explain the meaning of the idea, and relate it your thesis. Otherwise your quote gets orphaned, and that's just not right. Please remember that your reader [your teacher] already knows a lot of history – your reader doesn't need a great deal of background material. Your reader wants to see that you have read primary sources and you know all about them. Remember, too, that all information from documents and secondary sources must be cited.

Please indicate your thesis – *underline it, highlight it, print it in bold*. I am reading this draft to see how well your paper supports the thesis, so I must be totally clear on what you want to prove. You, too, will benefit from being totally clear on what you want to prove.

Please remember that your grade will be an assessment of your work with the documents. Be sure that each part of the paper exists only to support your thesis. The more background information you include, the less room you have for analysis of documents.

Turn in: a typed rough draft.

7. Final Draft.

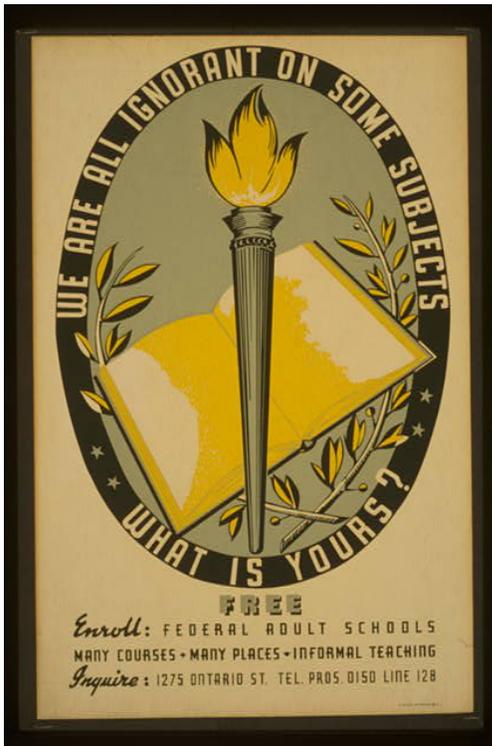
This paper represents some of the most difficult work you have done thus far, and it is a vital part of your preparation for work in college. Now is the time to wrap it up, and turn it in, and then practice being proud of some really tough work.

Please staple your paper – no plastic covers or paper clips, please – and you should make sure that

- you have run the spell-checker one more time...
- your pages are numbered
- the footnotes or endnotes are numbered
- your bibliography conforms to the Chicago style
- primary and secondary sources are listed separately and in alphabetical order
- all corrections called for in the rough draft reading have been made – no
contractions! past tense! citations wherever they are needed!
- create a title - usually your research question.

Turn in:

- **a 10-page research paper with bibliography**
- **your rough draft.**



like this!

W.P.A. Poster, 1938, from the Library of Congress. There are thousands more

VI. Choosing a topic: How Historians Work.

Historians³ work in several ways to analyze the past -- some of these approaches are more suited to a question or document than others, and sometimes historians combine these approaches. For the most part, historians look for patterns that explain the past, and you can reveal these patterns with different approaches:

1. **Change over time** - the history classic. This approach uses a sampling approach to study how a specific topic or attitude changed by sampling documents from a specific starting point through the moment of specific change:

How did attitudes about the Vietnam War change?

This paper looked at newspaper accounts of the war, editorials, and the reports of protests at three moments: prior to US involvement, at the start of US involvement, and at the height of popular protest.

2. **Comparing point of view - another classic.** This approach works with the truth that historians hold very dear: everyone has a bias! Historians begin with a subject that is controversial and basically studies the controversy:

How did contemporaries view President Buchanan's efforts to prevent the Civil War?

This paper looked at three points of view: southern newspapers, northern newspapers, and the papers of President Buchanan himself. The study was limited to the six months leading up to the war, and had a huge amount of material to work with.

³ The professional organization for historians is the AHA, or the American Historical Association. There is also an honor society for college history majors; the induction ceremony is secret, and involves white candles and the swearing of oaths. Then you get to eat lasagna.

3. **Themes at work** - or, use what you learned in your English class. In this approach, historians work with a group of similar documents -- posters, photographs, advertisements, etc. -- and looks for patterns, and then tries to find meaning in those patterns. As you can see, this approach is especially suited to visual documents.

How did the WPA posters of the 1930s persuade Americans to live healthier lives?

This paper looked at a hundred of these government-sponsored posters which promoted everything from vaccinations to the importance of washing your hands. The paper looked at the pictures and copy [words] in the advertisements, and found that they used a mixture of fear, encouragement, and simple information to get Americans to straighten up and fly right.

4. **Revealing the obvious in plain view.** Seriously. What historians sometimes do is analyze an event which is in plain view, but has not been considered historically. It might be fashion, it might be legislation, it might be education reform:

How did the People with Disabilities Act of 1976 demonstrate the activism of the disabled community?

This paper looked at the specifics of the Act as well as the speeches and interviews with the activists and categorized their goals: specific aspects of federal legislation, changes in peoples' attitudes, and the role private business might play in getting the workplace to accommodate the disabled.

5. **Revealing the obvious with a magnifying glass.** In this case, historians begin with an already-known truth, and through a more careful analysis of the evidence, attempt to give a fuller explanation of events.

Given American neutrality in the 1930s, how did the American public view Hitler's control of Germany?

This paper combined the "change over time" with this idea of revelation: it took as its starting point that America was heavily neutral in the 1930s, and framed a time period of 1933 [when Hitler became Chancellor of Germany] and 1941 when the US declared war on Germany.

6. **Revealing what's obvious now, but wasn't then.** This is the most Sherlock Holmes-ian we historians get to be -- revealing the truth about something that everyone thinks they know about:

What did Americans of the 1950s and 1960s know about the CIA's role in controlling governments in Latin America?

This paper started out with what we know now -- that the CIA actively worked to control elections in Latin America to make sure that these governments were "friendly" to American interests. The paper examined newspaper articles and editorials from the 1950s and 1960s to see how much of this activity was revealed in the press, and how it was portrayed.

VII. Research Materials.

Research in the 21st century comes to you!

These websites offer full-text historical document – advertisements, broadsheets, newspapers, etc. You can do the research from any computer with an internet connection. **Reminder: you may use only these resources, unless you check in with me.**

1. Proquest, which puts you in touch with the complete run of the **New York Times**, from 1852-present and the following titles:

Atlanta Daily World
Los Angeles Sentinel

Chicago Defender
Pittsburgh Courier

Christian Science Monitor
New York Amsterdam News

Also included in Proquest is the American Periodicals Series Online, 1740-1900, which contains digitized images of the pages of American magazines and journals that originated between 1741 and 1900. Titles range from America's first scientific journal, *Medical Repository*, to popular magazines like *Vanity Fair* and *Ladies' Home Journal*. You can find the Proquest articles by going to the library website and choosing "links." Proquest instructions follow this list.

2. The Making of America:

<http://moa.umdl.umich.edu>

A vast collection of newspapers and periodicals from the 19th century, plus full-text versions of the official histories of the Civil War. Bucketloads of "ephemeral" or throw-away stuff.

3. Home Economics Archive

<http://hearth.library.cornell.edu/>

The very phrase, home economics, often conjures up images of women learning how to prepare a household budget, or learning about various child-rearing techniques in a somewhat less than empowering setting. However, a reassessment of this rather multifaceted discipline has begun in recent years. Visitors will want to start by looking through the Subjects section of the site, where they may read brief essays about the various sub-disciplines within home economics, such as clothing and textiles and home management.

4. University of Pennsylvania Online Books Page

<http://onlinebooks.library.upenn.edu/>

Links to over 25,000 free books online! An astonishing collection of full-text books on different subjects -- from etiquette and child-care manuals [*Beautiful Girlhood*, 1922], and a host of other treasures. Some amazing stuff, like a 1950s textbook on advertising -- Madmen, indeed!

5. The Internet Public Library/Project Gutenberg

<http://www.gutenberg.org/catalog/>

A number of historic texts and secondary sources are available to you free of charge! You can search by author or title, and download what you need. This is where you will find DeTocqueville and others!

6. An American Time Capsule:

<http://memory.loc.gov/ammem/rbpehtml/pehome.html>

“The Printed Ephemera Collection at the Library of Congress is a rich repository of Americana. In total, the Collection comprises 28,000 primary source items dating from the seventeenth century to the present and encompasses key events and eras in American history. Among them is a variety of posters, notices, advertisements, proclamations, leaflets, propaganda, manifestos, and business cards.” This is the website that provided us with runaway slave ads, and many other gems for classroom use.

You can search this huge collection by topic, keyword, or genre, or you can start with the collections assembled for research:

<http://memory.loc.gov/ammem/index.html>

Advertising
African American History
Architecture, Landscape
Cities, Towns
Culture, Folklife
Environment, Conservation
Government, Law
Immigration, American Expansion
Literature
Maps

Native American History
Performing Arts, Music
Presidents
Religion
Sports, Recreation
Technology, Industry
War, Military
Women's History



Suffragists picketing in front of the White House. 1917.

7. Google News Archive - fast, precise, and free!

http://news.google.com/archivesearch/advanced_search

This wonderful Google version will lead you to 20th c. newspaper and magazine articles -- full text, but no illustrations -- on all sorts of events and social movements. Excellent resource for articles reflecting the 'national consensus.'

VIII . Citations

Historians use the Chicago Manual of Style, which is quite different from the style guide used in English classes -- that is the Modern Language Association style, or MLA. You will need to use the Chicago Manual style to cite all of the ideas and quotes you take from your sources with footnotes, numbered continuously through the paper.

Here's what the footnote reference should look like in your paper:

Others suggested that the saleswoman was a more assertive, that women behind the counter could be relied upon to "**awe...and subdue**"⁴ the customer into making purchases.

This is what footnotes and bibliography entries look like. Notice the indentations!

Footnotes:

¹Helen Jamison, "Continued Loss Of Sleep Termed Beauty-Wrecker." *Atlanta Daily World*, January 2, 1945, 3. <<http://www.proquest.com>> (December 2, 2008).

²Allen Polite. "The Dope Cabala and the Wall of Fire." In *The Portable Sixties Reader*, ed. Anne Charters. (New York: Penguin Books, 2003), 23-35.

³Ibid., 25.

⁴Pooter, "I am Pooter," p, 24.

Now here is the format for the Bibliography - notice the change in indentation:

"Record Crowd Sees Mummies' Parade." *The New York Times*, 2 January 1965, 16. <http://proquest.umi.com> (12 February 2007).

Polite, Allen. "Song." In *The Portable Sixties Reader*, ed. Anne Charters. New York: Penguin Books, 2003.

"Why buy Stuff?" Advertisement for Fluff Stuffing, in Bob Heinemann *All-American Advertisements of the 1940s*. New York: Penguin Books, 2001.

⁴ Benson, *Counter Cultures*, 23

Chicago Manual Short Guide

Chicago/Turabian Guide Style for Bibliography

-Please note:

- the second line gets indented five spaces
- titles may be underlined or put in italics
- separate primary from secondary sources
- alphabetize by author's last name or title [if no author] in each section

Proquest article:

"Record Crowd Sees Mummers' Parade." *The New York Times*, 2 January 1965, 16. <<http://proquest.umi.com>> (12 February 2007).

Book by one author:

Bowman, John Stewart. *Treasures of Ancient Greece*. New York: Crescent Books, 1986.

Book by two authors:

Lynd, Robert, and Helen Lynd. *Middletown: A Study in American Culture*. New York: Harcourt, Brace and World, 1929.

Book with an editor:

Margolis, Joseph, ed. *Philosophy Looks at the Arts: Contemporary Readings in Aesthetics*. Philadelphia: Temple University Press, 1987.

Article or chapter in a collected work:

Silverberg, Susan B. "Parents' Well-Being at Their Children's Transition to Adolescence." In *The Parental Experience in Midlife*. Chicago: University of Chicago Press, 1996.

Article or Chapter originally published elsewhere:

Adamic, Louis. "Louis Adamic: New Americans." In *Annals of America*. Vol. 15. Chicago: *Encyclopaedia Britannica*, 1968. Originally published in *Harper's*, (May 1934).

Reference Books:

Morris Jastrow, "Nebo" in *Encyclopaedia Britannica*, 11th ed.)

Journal Article:

Basch, Norma. "Marriage, Morals, and Politics in the Election of 1828." *Journal of American History* 80 (1993): 890-917.

Magazine Article:

Golden, Frederic, and Annie Murphy Paul. "Making Over Mom and Dad." *Psychology Today*, June 1999.

Newspaper Article:

Capista, Joe. "Fear of Social Interaction is a Common Disorder." *The Times-Picayune*. 9 June 1999, E5.

Citing the World Wide Web:

Inaugural Address of John F. Kennedy. Washington, D.C. 20 January 1961. <<http://www.cs.umb.edu/jfklibrary>> (17 October 1998).

Chicago/Turabian Guide Style for Footnotes

-Please note:

- the first line gets indented five spaces
- titles may be underlined or italicized

Book by a Single Author, First Edition:

¹ Donald N. McCloskey, *Enterprise and Trade in Victorian Britain: Essays* (London: George Allen and Unwin, 1981), 54.

Book by Two or Three Authors:

³ Donald A. Lloyd and Harry R. Warfel, *American English and Its Cultural Setting* (New York: Alfred A. Knopf, 1956), 12.

Book by More than Three Authors:

⁴ Martin Greenberger et al., eds., *Networks for Research and Education: Sharing of Computer and Information Resources Nationwide* (Cambridge: MIT Press, 1974), 50.

Book by an Unknown Author:

⁵ *College Bound Seniors* (Princeton: College Board Publications, 1979), 1.

Book with Both an Author and an Editor or Translator:

⁶ Helmut Thielicke, *Man in God's World*, trans. and ed. John W. Doberstein (New York: Harper and Row, 1963), 12.

Article in a Journal:

¹⁰ Louise M. Rosenblatt, "The Transactional Theory: Against Dualisms," *College English* 54 (1993): 380.

Article online:

¹¹ John F. Kennedy, "Inaugural Address of John F. Kennedy," January 1961, <<http://www.cs.umb.edu/jfklibrary>> (17 October 1998).

Newspaper Article:

¹² Tyler Marshall, "200th Birthday of Grimms Celebrated," *Los Angeles Times*, 15 March 1985, sec. 1A, p. 3.

["p." is used to make clear the difference between the page and section numbers.]

Encyclopedia Entry:

¹³ *Encyclopedia Britannica*, 11th ed., s.v. "Wales."
[The Latin *sub verbo* means "under the word."]

Interview by Writer of Research Paper:

¹⁴ Donna E. Shalala, interview by author, Madison, Wisconsin, 1 December 1992.

A Primary Source found in a Secondary Source:

²⁰ Louis Zukofsky, "Sincerity and Objectification," *Poetry* 37 (February 1931): 269, quoted in Bonnie Costello, Marianne Moore: *Imaginary Possessions* (Cambridge and London: Harvard University Press, 1981),

[The student-writer found the Zukofsky quotation in Costello's book, not in Zukofsky's original article.]

IX. American History Papers – Grading Rubrics

It may help you to know what teachers expect in a good history paper. Papers are assessed according to a number of basic tasks, beginning with use of primary sources, and including thesis-building, writing, and structure. The grading follows thus:

A Papers

- Show exceptional use of primary sources: sources are interpreted correctly, analyzed in depth, and correctly applied to support the thesis.
- A well-defined and specific thesis, exhibiting original thought, arguing a point created through reading of primary sources.
- Thesis is sustained throughout the paper with explicit connections, and the paper is predominantly analytical.
- Thesis is proved through extensive use of primary sources, properly cited.
- Background information minimal, correct, and essential to the thesis; all information from outside sources cited.
- Paper is well-written, well-organized, and all parts supports the thesis with evidence and analysis.
- Paper is proofread, with correct citations and an appropriate bibliography.

B Papers

- Shows good use of primary sources: interpreted and analyzed correctly, and used appropriately to support the thesis.
- A clearly stated thesis, arguing a point created through reading of primary sources.
- Thesis is sustained throughout the paper, and the paper is largely analytical.
- Thesis is demonstrated mostly through the use of primary sources.
- Background information correct and relates to the thesis; information from outside sources cited.
- Paper is well-written and organized, and supports the thesis.
- Paper is proof-read, with correct citations and an appropriate bibliography.

C Papers

- Uses primary sources throughout the paper, with indications of understanding and analysis, and sources support the thesis.
- Thesis may elaborate on, or prove, an existing thesis. Thesis may be weak or self-evident.
- Thesis or related ideas are sustained throughout the paper, with more narrative than analysis.
- Thesis is demonstrated using primary and secondary sources.
- Background information correct and relates to the topic; outside information cited.
- Paper is well-written and organized, and largely supports the thesis.
- Paper may have some typing errors, with mostly correct citations and an appropriate bibliography.

D Papers

- Paper makes only limited use of primary sources, relying instead on secondary sources or general information; no meaningful use of primary sources, although the paper tackles the question.
- Thesis missing, or very weak; paper is largely narrative rather than analytical.
- Little or no use of primary sources, or no meaningful use of primary sources – for example, 'sound-byte' quotes which demonstrate nothing.
- Background information has errors or omissions, or gives information unrelated to the topic; some information from outside sources not cited.
- Writing / organization may be below average for a project of this duration, given multiple drafts.
- Paper has typing, citation, or other errors, or fails to present an appropriate bibliography.

pssst.... wanna see a fine example of a thesis, analysis, footnote, and an actual block quote??

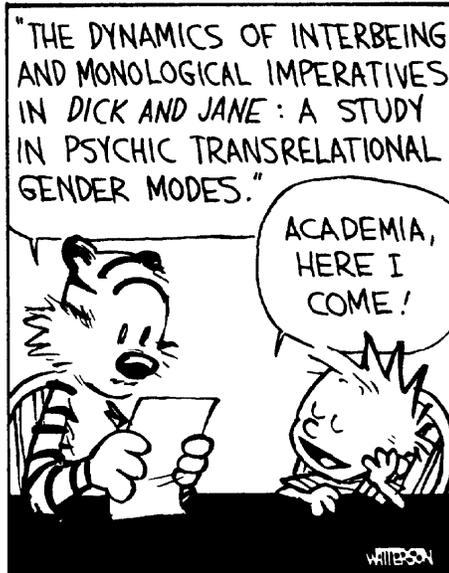
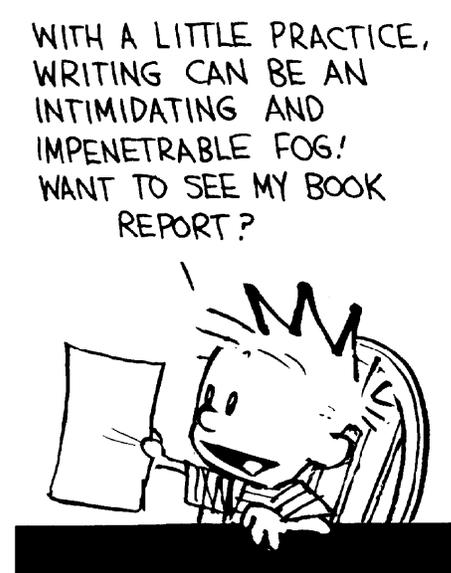
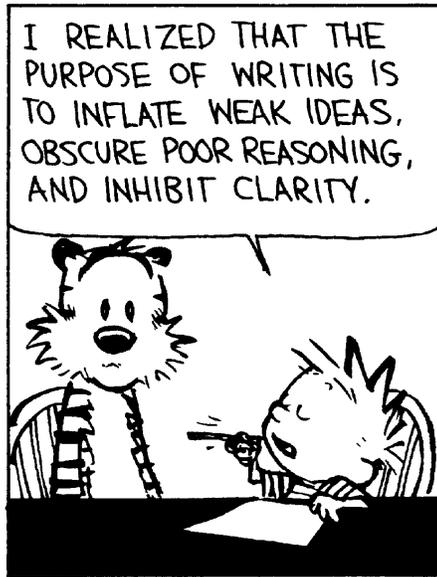
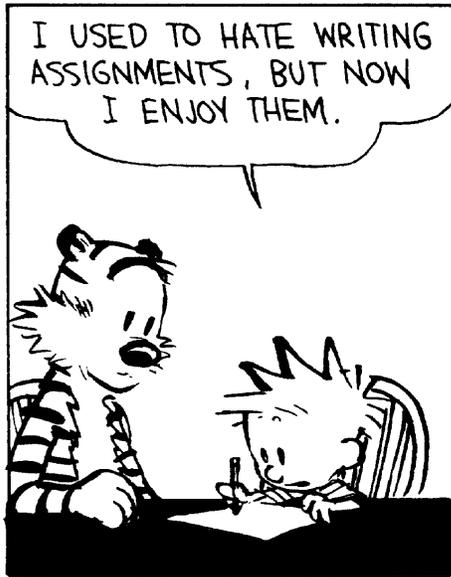
Following the collapse of the South after the Civil War, blacks had gained political freedom and, ostensibly, rights equal to those of whites. In reality though, life for blacks proceeded much as it had before the war. Without finances, education, and with no knowledge of life outside of farming, the majority of blacks effectively remained bound to the land. For most of them, life offered little beyond the promise of poverty and subservience to whites. However, when America entered the Great War in 1917, this began to change. Northern industries, having lost much of their labor force to war recruitment, launched a campaign to attract southern black labor northward, beginning what would become known as the Great Migration. Though the Great Migration could have presented an opportunity for blacks to be integrated into American society, this clearly did not occur. The white media of the North and the South portrayed the Great Migration in a largely negative light. By generating misconceptions, fear, and racism towards the blacks moving northward, the media of both the North and the South prevented those blacks who moved from becoming integrated into northern society.

Initially blacks were welcomed to the North because they filled a pressing need for labor. However, northern sources quickly began to contemplate the dangers of blacks moving northward. *The New York Times* was an early supporter of the Great Migration. However, a letter to the editor from 1916 revealed early misgivings about the migration of blacks. The letter, responding to an earlier article lauding the migration of blacks northward, read:

[The negro] coming from an environment of social and civil restriction into one of complete public and civil freedom, he will, naturally, at first, mistake liberty for license...Should the influx of negro laborers to the North from the South, without proper restriction and control, be allowed to prejudice public opinion and thus reproduce the southern proscription in the northern states, the last state would be much worse than the first.⁵

This letter showed a naked fear of blacks disguised as logical reasoning. By suggesting that blacks were not entirely mature and that their presence had the potential to cause problems in the North “without proper restriction and control,” the author demonstrated his mistrust of blacks and raised the question of whether blacks can be trusted in general. Furthermore, the article, in suggesting that the influx of blacks could generate an atmosphere of northern racism greater than that of the South, insinuated that the Great Migration is a negative thing, serving the interests of no one.

⁵ Kelly, Miller, “New Problems Raised by Large Numbers Coming North,” *The New York Times*, September 1916, 10. <http://proquest.umi.com/pqdweb> (10 February 2007)



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