



**Cleo, the Goddess of History**

## **Junior Seminar in History**

**HIST 3990 K1**

**Spring 2024**

**Instructor: Andrew Walsh**



### **Contact Information**

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**Class Meeting Times: Tuesdays 4:30 – 7:15 pm**  
**Classroom: Gateway Building Room 225**

**HIST 3990 Junior Seminar in History (3 credits) - Course Description**

The Junior Seminar in History is a pivotal course in preparing students for the Senior Seminar, the capstone of the Bachelor of History program at Kean University. This course is meticulously designed to hone students' abilities in critical reading, effective writing, analytical thinking, and proficient presentation skills. Emphasizing the necessities of the Senior Seminar, such as presenting with PowerPoint, rapidly comprehending complex texts, and crafting extensive papers in Chicago Style, we start a research project in the Junior Seminar. This project not only develops vital skills but also seamlessly transitions into the Senior Seminar for completion. Our objective is to equip students with the competencies essential for overcoming these academic challenges. To achieve these aims, the course employs a hands-on approach. Students are tasked with dissecting and presenting material from "The Craft of Research," a textbook that delves into the nuances of scholarly writing. This includes understanding audience targeting, discerning the appropriate use of primary versus secondary sources, and evaluating the credibility of sources.

Structured as a conventional seminar, active participation in each session is mandatory for students. The curriculum includes creating an annotated bibliography, drafting a sample historiography, summarizing various academic articles, and revising a prior piece of work to showcase skill progression throughout the semester. Detailed information about the coursework is outlined in the syllabus.

In place of a final exam, students will submit work almost weekly and engage in the topic that has been agreed upon by both the student and the instructor. This not only sharpens the aforementioned skills but also fosters critical thinking and productive discussions among advanced learners, making it an integral part of their academic journey.

**Academic Calendar/Emergency / Snow-Day Closings**

The Kean-Ocean campus follows the Union campus for the academic calendar. Kean-Ocean follows the OCC system for emergency closings. [Check the OCC website for emergency or snow-day closing information.](#)

**Nondiscrimination Policy**

Kean University is an affirmative action, equal opportunity institution.

**Accommodations for disabilities**

Please contact student disability services to verify eligibility for accommodations. Call 908-737-4910 to discuss special needs.

**AI Expectations for a Humanities Class**

You may use AI programs e.g., ChatGPT to help generate ideas and brainstorm. Think of generative AI as an always-available brainstorming partner. However, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic. Beware that use may also stifle your own independent thinking and creativity. When/if you use Artificial Intelligence (AI) platforms in your assignments, please write a note to clarify where in your process you used AI and which platform(s) you used. If you include material generated by an AI program, it should be cited like any other reference material. We will discuss this more throughout the semester in class **\*\*Please note, that you may not submit any work generated by an AI program as your own.**

## Kean University Conduct

### KEAN EMAIL ACCOUNT

All students must have a valid Kean e-mail account. For those who do not already have one, forms are available on-line at <http://www.kean.edu/KU/Forms-OCIS>; click on E-mail Account Request Form. It is through this account that all official communication with the class will take place.

### Email Communication

All students must use the Kean University email system. Do not email me using your personal or private email address. Please use your @kean.edu address when sending me messages. Establish this account by the second-class meeting. Per university policy, all students must have a valid Kean Email Account. Students are expected to check their email daily.

### Kean University Counseling Center

<http://www.kean.edu/offices/counseling-center>

### Academic Integrity Policy

You are responsible for reading and understanding the university integrity policy regarding cheating and plagiarism.

### Civility

Please know the expectations of appropriate conduct in the classroom as detailed in the Kean University Student Code of Conduct: <http://www.kean.edu/KU/Code-of-Conduct>

### Attendance and Assignments Policy

Missing roll call or leaving class at any point during a class session will be counted as an absence. Late assignments are accepted only at the discretion of the instructor and may receive only partial credit. Assignments that are more than two weeks late will not be accepted. Make-up assignments are given at the discretion of the instructor and only for extraordinary reasons.

### Why are class attendance and participation so important?

According to a report from the University of Minnesota, “By far the most valuable and important time commitment in a course was the time actually spent in the classroom. That time was the most important determinant of student success and each unit of time in the class itself provided, among all the class-related activities, the greatest improvement in student performance. The next most valuable time spent in a class was any time spent in discussion... that accompanied the lectures. Third, in importance was any time spent studying outside of class preparing for the class session itself.”

### Classroom Rules of Demeanor:

- Turn off/mute all cell phones before coming to class. No text messaging during class.
- Beverages and small snacks are allowed in class, but no full-course meals.
- Audio and video recording is not permitted.
- Courtesy and Civility are essential to creating a friendly environment conducive to learning.
- You are expected to clean up after yourselves. This includes taking out any trash and straightening your chairs/desks after class.

For campus-wide expectations and regulations go to: <http://www.kean.edu/KU/Code-of-Conduct>.

## HIST 3990 Suggested Historiography Topics.

Some of these suggestions are very generalized. You will need to raise a question and through your work, you will provide an answer to that question.

### American History

- **Should the U.S. Constitution be Amended to Recognize and Regulate “Hate Speech?”** - A historical analysis of the First Amendment and its interpretations, especially concerning limitations on free speech and thought.
- **How do the National WWII Memorial and Vietnam War Memorial represent the narratives of “Good War” vs. “Bad War”?** - A comparative historical analysis of how these two wars have been remembered and memorialized in American culture.
- **How Did WWI Propaganda Vary Between the Allies and Central Powers, and What Were its Effects?** - Examine the different approaches to propaganda in WWI and their historical interpretations and impacts.
- **Visions of Dystopia: Historiographical Perspectives on Orwell, Huxley, and Postman’s Prophetic Media Critiques** – Examine the historical origins and inspirations behind the dystopian narratives from Orwell, Huxley, and Postman. – (Required Texts: Orwell’s *1984*, Huxley’s *A Brave New World*, and Postman’s *Amusing Ourselves to Death*.)
- **How does Oliver Stone’s film “JFK” Compare with Historical Accounts of the Kennedy Assassination?** - A historiographical comparison between fiction and non-fiction. This topic investigates conspiracy theories through a case study. (Required video: *JFK*)
- **Was the Space Race a Necessary Endeavor During the Cold War?** - A historical analysis of the Space Race within the context of Cold War politics and its impact.
- **Disney: Children’s Cartoons or Propaganda?** - An exploration of how Disney’s cartoons have been historically perceived and analyzed, considering whether they can be seen as forms of propaganda.

### European History

- **What were the Historical Motivations Behind the Nazis’ Final Solution?** - Explore the various historical theories and interpretations regarding the motivations that led to the Holocaust, including ideological, political, and social factors.

- **Holocaust Denial: David Irving vs. Deborah Lipstadt.** - A historiographical analysis of the debate between Holocaust denier David Irving and historian Deborah Lipstadt, examining how Holocaust denial has been confronted in historical discourse.
- **The Holodomor: Famine or Genocide?** - An exploration of the differing historical interpretations of the Holodomor, debating whether it should be classified as a man-made famine or an act of genocide. (Required text: *Red Famine*, by Anne Applebaum).
- **The Irish Famine Genocide: Mismanagement or Execution?** - Examine the historiographical debate on the nature of the Irish Famine, analyzing whether it was a result of British mismanagement or an act of genocide. (Required text: *The Great Famine in Ireland, Impact, Ideology, and Rebellion*, by Christine Kinealy).
- **The Legacy of Marxism** - Explore how the historical interpretations of Marxism have evolved, examining its impact on various societies and political movements throughout history. (Required text: *The Communist Manifesto*).
- **From Mussolini to Contemporary Movements: The Historiography of Fascism** – Explore the evolving historiography of fascism, spanning from its inception with figures like Mussolini to its relevance in today’s political movements. Examine the ideological underpinnings and elucidate the distinctions between Fascism and Communism. (Required text: *The Anatomy of Fascism* by Robert O. Paxton)
- **Contemporary Antisemitism: Historical Roots, and Modern Manifestations** – Analyze the continuities and changes in antisemitism in the contemporary era and how historians contextualize these trends. Required text (*History of the Jews*, by Paul Johnson).
- **Historiography of the T4 Program: Analyzing Nazi Euthanasia Policies** – Examination of how historians have studied, interpreted, and understood the T4 Program — a covert Nazi policy aimed at the systematic killing of individuals deemed “unworthy of life” due to severe psychiatric, neurological, or physical disabilities.
- **The Complex Relationship Between Christianity and the Nazi Regime** – This exploration seeks to understand not only the historical events and decisions but also the varied interpretations and debates that have emerged over time regarding the role of Christianity during the Third Reich.

## World History

- **How Did the Meiji Restoration Transform Japanese society?** – This topic explores the Meiji Restoration’s impact on Japanese society, politics, and culture. It focuses on the transition from the feudal Tokugawa Shogunate to the modernizing Meiji government, which led to profound changes in Japan’s social structure, economic policies, and international relations.

- ~~**Dropping the Atomic Bomb.**~~ Reserved for other classes.
- **How is Mao's Great Leap Forward Viewed Historically?** - Examine the historical interpretations of Mao Zedong's Great Leap Forward in China (1958-1962), a campaign aimed at rapidly transforming China into a socialist society.
- **What is the Historical Memory and Legacy of the Khmer Rouge?** – Investigate how the Khmer Rouge regime (1975-1979) in Cambodia is remembered and interpreted. Explore the regime's impact on Cambodian society, the implementation of Communist policies, the genocide those policies perpetrated, and how these events have been recorded, remembered, and discussed in historical narratives, both within Cambodia and internationally.
- **How did China's 'Century of Humiliation' Transform the Empire?** – Investigate how the period known as the 'Century of Humiliation' (roughly 1839-1949), marked by foreign intervention and internal upheaval, affected China. Research the impact of events like the Opium Wars and the Boxer Rebellion on Chinese society, nationalism, and the eventual rise of the Communist Party.
- **How Have Transitional Justice Mechanisms Been Implemented Historically?** – This topic looks at how different societies have historically addressed past human rights violations or atrocities during periods of political transition. It examines various methods, such as truth commissions, trials, reparations, and their effectiveness, as viewed by historians.
- **Was the Conflict in Guatemala from 1960 to 1996 a Civil War or Genocide?** – Determine whether this conflict, characterized by extreme violence and human rights violations, is best understood as a civil war, driven by political and ideological divides, or as a genocide, particularly against indigenous populations.

**You may choose other topics with Permission.**



## Course Material

### Books

Booth, Wayne C, Gregory G Colomb, Joseph M Williams, Joseph Bizup, and William T Fitzgerald. *The Craft of Research*. Fourth ed. Chicago, IL: University of Chicago Press, 2016.

### (Recommended)

The Chicago Manual of Style, 17th Ed.

– All of the information is available FOR FREE online at

[https://owl.purdue.edu/owl/research\\_and\\_citation/chicago\\_manual\\_17th\\_edition/cmoss\\_formatting\\_and\\_style\\_guide/books.html](https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/cmoss_formatting_and_style_guide/books.html)

Or the book costs \$52 - \$55 dollars between the bookstore and Amazon. I suggest using the web version, but you may find it useful to have a physical copy.

### Notable Resources:

(Log in to your Kean account on Keanwise before attempting to use the databases.)

Kean Learning Commons - <https://libguides.kean.edu/c.php?g=20560&p=118935>

Kean Library Worldcat search - <https://libguides.kean.edu/NTLC>

Kean A-Z Database - <https://libguides.kean.edu/az.php>

ProQuest eBook Central - <https://ebookcentral.proquest.com/lib/kean/home.action>

ProQuest Policy - <https://support.proquest.com/articledetail?id=kA140000000GxmECAS>

ProQuest NYT articles - <https://www-proquest-com.kean.idm.oclc.org/nytimes?accountid=11809>

JSTOR - <https://www-jstor-org.kean.idm.oclc.org/>

Academic Search Premier -

<http://web.b.ebscohost.com.kean.idm.oclc.org/ehost/search/basic?vid=0&sid=b138d4d2-bdf9-47e3-bc57-b227cf2a612a%40sessionmgr101>

InfoBase (US History) –

<https://online-infobase-com.kean.idm.oclc.org/HRC/LearningCenter/BrowseByCenter/2?lcId=17>

### Other Notable Resources:

<https://www.archives.gov/research/immigration/overview>

<https://www.bls.gov/>

<https://data.census.gov/cedsci/>

<https://www.amazon.com/Kindle-eBooks/b?ie=UTF8&node=154606011>

<https://www.amazon.com/Amazon-Digital-Services-LLC-Download/dp/B00UB76290>

<https://www.audible.com/>

<https://www.YouTube.com/>

<https://www.scribd.com/>

<https://archive.org/>

<https://www.merriam-webster.com/>

## Major Course Topics and Learning Objectives

### I. Introduction to Historiography

Students will demonstrate the ability to:

- Define the term “historiography.”
- Describe the influence of culture, race, class, and gender on historical inquiry.
- Explain how historians demonstrate objective and subjective approaches to understanding the past.
- Explain how historical understanding and methods change over time and over cultures.
- Explain the concept of historical “revisionism.”
- Explain the process of producing written history.
- Explain the concept of “sacred historical narratives,” “memory,” and the “past” relating to the uses of history.
- Explain the concepts of the “historically reconstructed past,” the “experienced past,” and the “mythologized past.”

### II. Advanced Historical Research Skills / Advanced Writing Skills

Students will demonstrate the ability to:

- Distinguish between primary and secondary sources.
- Identify “point of view” in secondary sources.
- Demonstrate **effective historical research and citation methods.**
- Demonstrate the skills to utilize educational technology effectively.
- Demonstrate the research and writing process.
- Demonstrate the ability to think critically on a diverse set of topics.
- Demonstrate the ability to analyze detailed information throughout written works.

### III. Annotated Bibliography and Citation methods

Students will demonstrate the ability to:

- Create a *sample* **annotated bibliography** with a *minimum* of **five books, five websites, and five journals.** The Sources will be submitted for approval.
- **The Sample bibliography is only being used for practice.**
- Demonstrate how to cite sources correctly using **endnotes** using Word function.
- Demonstrate how to cite sources correctly using **footnotes** using Word function.
- Demonstrate the **ability to use the Chicago Style documentation / citation.**

### IV. Discussion / Presentation Skills

Students will demonstrate the ability to:

- Participate actively in discussions as an informed member of the class.
- Demonstrate **effective oral presentation skills.**
- Use **PowerPoint** effectively as an enhancement to an oral presentation.
- Use critical thinking skills and engage with other students.



## Assignment Descriptions

- I. Class Participation, Reading Summaries, and Revision Papers (33.4%)**
- Every student will be required to participate in every class session.
  - If you did not do your Summary, then you did not participate.
  - Students will be required to make revisions on their previous work using the skills learned from class.
  - Students will be required to informally present their knowledge of their topic.
  - Students will be required to select and read articles about their topic.
  - Students will then write summaries of said articles in a specific format.
  - Primary and secondary sources will be utilized and identified throughout the work. Each student **MUST** use at least 1 primary source for their summaries.
  - Students will demonstrate their understanding between subjective and objective facts.
- II. Formal Chapter Presentation and Historiography Presentation (33.3%)**
- Students are required to read the assigned chapters from, *The Craft of Research*.
  - Students will either volunteer or be assigned to present on one (or 2) chapters of, *The Craft of Research*.
  - Each assigned presentation should last between fifteen and twenty minutes.
  - There will be a discussion period after the presentation is concluded.
  - Students that are *NOT* presenting are required to give their full attention and respect to those that are presenting. Any rudeness from non-presenters will result in a penalty on the rude student's presentation grade.
  - **All digital presentations should be in PowerPoint format.**
- III. Historiography (33.3%)**
- The Sample Historiography will utilize the skills learned from class that include formatting in Chicago Style, The usage of proper citation, implementation of footnotes, etc.
  - Students will be required to annotate their Bibliography.
  - Students are required to use a minimum of 1 Primary source in their final works.
  - ***The Sample Historiography will be a minimum of 8 pages in length. 12-point font: Times New Roman, with (standard) 1" margins. The paper will be completed in Chicago Style.***

### Assignment Grading

Summaries/ Participation	80
Sample Bibliography	10
"Revision Paper"	10
Chapter Presentation	50
Historiography Presentation	50
<u>Final Paper</u>	<u>100</u>
<b>Total</b>	<b>300</b>

### Grade Scale

<b>A</b>	<b>3.8-4.0</b>	<b>C+</b>	<b>2.3-2.9</b>
<b>A-</b>	<b>3.6-3.7</b>	<b>C</b>	<b>2.0-2.2</b>
<b>B+</b>	<b>3.3-3.5</b>	<b>D</b>	<b>1.0-1.9</b>
B- Minimum Passing Grade	<b>2.7-2.9</b>	<b>F</b>	<b>0.0</b>

### Scoring Rubric for Presentations

Category	Scoring Criteria	Total Points	Score
<b>Organization (10 points)</b>	The type of presentation is appropriate for the topic and audience.	2	
	Information is presented in a logical sequence.	3	
	Presentation appropriately cites requisite number of references.	5	
<b>Content (25 points)</b>	Introduction is attention-getting, lays out the problem well, and establishes a framework for the rest of the presentation.	3	
	Technical terms are well-defined in language appropriate for the target audience.	2	
	Presentation contains accurate information.	5	
	Material included is relevant to the overall message/purpose.	5	
	Appropriate amount of material is prepared, and points made reflect well their relative importance.	5	
	There is an obvious conclusion summarizing the presentation.	5	
<b>Presentation (25 points)</b>	Speaker maintains good eye contact with the audience and is appropriately animated (e.g., gestures, moving around, etc.).	5	
	Speaker uses a clear, audible voice. Good language skills and pronunciation are used.	5	
	Visual aids are well prepared, informative, effective, and not distracting.	5	
	Length of presentation is within the assigned time limits.	5	
	Information was well communicated. – <b>Not read off the screen like a giant flashcard</b>	5	
<b>Score</b>	<b>Total Points (50 Points = 100%)</b>	<b>50</b>	

General Comments:

### Historiography Rubric

Criteria	Total	Earned	Exceptional	Good	Poor	Unacceptable
Historical Accuracy	30		26-30 points: Essay demonstrates a thorough understanding of the historical context. All facts are accurate and well-supported by evidence.	22-26 points: Essay shows a good grasp of historical context with minor inaccuracies or unsupported statements.	15-22 points: Essay has some historical inaccuracies or generalizations but shows basic understanding.	0-15 points: Essay has significant historical inaccuracies or misunderstandings.
Chicago Style Formatting	20		18-20 points: Flawless or near-flawless adherence to Chicago style.	16-18 points: Minor errors in Chicago style formatting.	10-16 points: Noticeable issues in formatting but shows an attempt to follow Chicago style.	0-10 points: Significant issues or does not adhere to Chicago style formatting.
Annotated Bibliography	20		18-20 points: Comprehensive and insightful annotations, sources are highly relevant and academic.	16-18 points: Well-done annotations, sources are mostly relevant and academic.	10-16 points: Adequate annotations, some sources may not be fully relevant or academic.	0-10 points: Incomplete or superficial annotations, several irrelevant, non-academic, or missing sources.
Use of Academic Sources (Citation)	20		18-20 points: Excellent use of a wide range of relevant academic sources.	16-18 points: Good use of academic sources with minor gaps.	10-16 points: Adequate use of academic sources, but with noticeable gaps or overreliance on a few sources.	0-10 points: Limited or inappropriate use of academic sources.
Punctuation/ Grammar	10		9-10 points: Virtually free of punctuation and grammatical errors.	7-8 points: Few punctuation or grammatical errors.	5-7 points: Noticeable punctuation or grammatical errors, but they do not hinder understanding.	0-5 points: Pervasive errors that severely impede readability.
<b>Total</b>	<b>100%</b>		<b>89-100%</b>	<b>77-88%</b>	<b>50-77%</b>	<b>0-50%</b>

### Summary Rubric

Criteria	Description	Points	Points Earned
Formatting	<ul style="list-style-type: none"> <li>Includes all necessary information and adheres to formatting guidelines.</li> <li>Summary is single-spaced.</li> <li>Summary does not exceed 1 page in length.</li> </ul>	1	
Thesis Summary	<ul style="list-style-type: none"> <li>Accurately and concisely summarizes the main ideas of the assigned readings.</li> <li>Summarization in student's own words, demonstrating mastery of the material.</li> <li>Thesis accurately identifies the source material by name. – <b>Do not write "The article says" !!!</b></li> </ul>	3	
Four Specific Thesis Ideas	<ul style="list-style-type: none"> <li>Clearly lists four distinctive ideas from the thesis summary.</li> <li>These ideas should be written in 1 line each. – They are short. (See the examples).</li> </ul>	.5	
Quotations and Their Relations to the Thesis	<ul style="list-style-type: none"> <li>Correct formatting and usage of quotations throughout the passage for each of the four ideas. – <b>Use of citation is mandatory!</b> Example (Locke, 100-1).</li> <li>Effective explanation of how each passage illustrates the thesis ideas that make up the thesis summary.</li> </ul>	2	
Historical Context	<ul style="list-style-type: none"> <li>Effectively compares document A with a different document B.</li> <li>Demonstrates an understanding of the historical and political context of both documents. – Effectively identifies document A and cites document B.</li> </ul>	3	
Overall Quality and Cohesion	<ul style="list-style-type: none"> <li>The summary is well-organized, logically structured, and easy to follow.</li> <li>Writing is clear, concise, and free of grammatical and spelling errors.</li> </ul>	.5	
Participation and Punctuality	<ul style="list-style-type: none"> <li>Timely participation and submission of the summary are critical, constituting 50% of the assignment's total grade. Summaries submitted over a week late will be graded as zero, except in cases where prior arrangements have been made.</li> <li>Lack of a summary during review sessions equates to non-participation. This will be treated as if the assignment was not completed.</li> </ul>	50%	
<b>Total (100%)</b>		<b>10</b>	

## Assistance with Chicago Manual of Style 17th Edition:

**Chicago Manual of style 17<sup>th</sup> Edition website:**

[https://owl.purdue.edu/owl/research\\_and\\_citation/chicago\\_manual\\_17th\\_edition/cmos\\_for\\_mattng\\_and\\_style\\_guide/chicago\\_manual\\_of\\_style\\_17th\\_edition.html](https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/cmos_for_mattng_and_style_guide/chicago_manual_of_style_17th_edition.html)

**Kean Writing Resource webpage:**

<https://www.kean.edu/academics/college-liberal-arts/department-history/history-student-resources/writing-resources>

**CMOS 17<sup>th</sup> edition textbook:**

<https://www.amazon.com/Chicago-Manual-Style-17th/dp/022628705X>

**CMOS 17<sup>th</sup> edition student assistance webpage:**

<http://cmosshoptalk.com/for-students/>

**Video guide on setting up a word document for CMOS 17<sup>th</sup>:**

*Chicago Style Format (17th) - Manuscript, Footnotes & Endnotes*

<https://youtu.be/TclISwE0UIg>

**Video guide setting up your title page.**

- The University name should be listed.
- My name should be listed as Instructor: Andrew Walsh
- Pages are in the top right-hand corner.
- Title pages do not have page numbers.
- Page numbers go in the top right-hand corner.

**Other videos to help with writing in Chicago Style:**

*Tutorial for Chicago Style Title Page*

<https://youtu.be/ZLGIWPB1A8g>

*Creating Footnotes in Google Docs*

<https://www.youtube.com/watch?v=b748t8dYwDQ&amp;list=LL&amp;index=4&amp;t=31s>

*How to Remove the Page Number from the First Page of MS Word*

<https://www.youtube.com/watch?v=I2HZw1y2G6c>

*Citing and referencing in the Chicago Style*

<https://www.youtube.com/watch?v=A-6xMxDGbC0>

## Article Summary Form Instructions for Submissions

**When reading the assigned article, remember to underline passages that express the article's thesis. Use one separate sheet of paper for each assigned article. At the top, type –**

- Your name and date of the submissions.
  - The name of the course
  - The author, title, and **date** of the document
  - The document's source and page range

**Checklist for each summary, follow form (see the samples for comparison). Did you –**

- Limit to one page? (I will not read additional pages).
- Type in **single space**?
- Type each heading in **bold** font?
- **Type each summary in 12-point, Times New Roman with 1" margins?**
- Staple together all summaries as one set that are due each class?
- **If submitted digitally – Submit in 1 word document file.**
- **(Example) – If there are 3 summaries, each will fill 1 page but there will be one word file.**

**Using just one page (single-space), complete four sections. Type each heading in bold face, your responses in roman type (see example).**

**Thesis summary-** In just 2-3 sentences, carefully sum up the article's main argument in your own words. **You must read the entire article to determine its thesis.**

**Four specific "thesis" ideas –** List four distinctive ideas expressed in your thesis summary.

**Quotations and their relations to the thesis –** Select and quote one brief passage from the article to illustrate each of the four ideas in order – four passages in all. Use passages that you underline in the article. *Please note.*

- After each quoted passage, indicate (in parenthesis) the document author and the page number of the article or *Source Reader* where the passage appears. (If there is no author, indicate the document's title, then page number. If there is no page number, number each documented page sequentially.)
- For each quoted passage, be sure to comment in your words, showing in 1-2 sentences exactly how the passage illustrates the document's thesis. Do not merely reprise a thesis point.

**Historical context –** In this section you must compare each document you are summing up (A) with one other document (B) –

- Select document B from documents you *already* summed up in the preceding weeks.
- Select a *different* document B for each document A you are summing up.
- In 1-3 sentences, use your class lecture and discussion notes to show how both documents reflect key contemporary political developments.

For reading assignments accompanied by audio notes, add a fifth section –

**Audio Notes –** Briefly explain how the audio notes clarified the assigned articles, at the beginning of class on the class day when the summary or summaries are due. *Under no circumstances will I accept submissions at any other time.*



## Article Summary - Digital format sample

**Student's Name**

**Month Day, Year**

**Course name/ Instructor's name**

**Bismarck, Otto von. "Iron and Blood." Prussian Unification. Speech presented at the Prussian Unification, September 30, 1862.**

**Author, "Title" (Year), Publication**

**Thesis summary:** Bismarck's speech was a declaration of what the newly formed country would become. Through "Iron and Blood," Bismarck would unify the country with Prussian might. Through new taxes and a strong commitment from the German citizens, Germany would prepare itself for unknown conflicts with the intentions of asserting dominance throughout Europe.

**Four specific "thesis" ideas:**

1. Bismarck was not afraid of conflict.
2. Prussia made Germany powerful.
3. Bismarck wanted Germany to be recognized as a powerful nation.
4. Bismarck was not interested in diplomacy; he wanted Germany to be a war machine.

**Quotations and their relationships to the thesis:**

1. "It is true that we can hardly escape complications in Germany, although we do not seek them" (Bismarck, 1). - Bismarck is making the case that Germany is not seeking conflict but knows that it is unavoidable.
2. "Germany does not look to Prussia's liberalism, but to her power" (Bismarck, 1). - Bismarck is asserting that it is Prussian power that makes Germany strong, not southern liberalism.
3. "Prussia must collect her forces and hold them in reserve for an opportune moment, which has already come and gone several times" (Bismarck, 1). - Bismarck wants to exploit European weakness and assert Germany's dominance across the continent.
4. "Not by speeches and majorities will the great questions of the day be decided - that was the mistake of 1846 and 1849 - but by iron and blood" (Bismarck, 1). - Bismarck is prepared to go to war and has little interest in diplomacy.

**Historical context**

Bismarck makes it very clear in his speech that Germany must become a strong nation and to do that, the people would need the will to use a powerful military for both defense and offense. Heinrich von Treitschke goes even further in some ways when he states, "If we examine our definition of the State as 'the people legally united as an independent entity,' we find that it can be more briefly thus: 'The State is the public force for Offence and Defense'" (Treitschke, 353). Both Bismarck and Treitschke put an emphasis on the importance of sovereignty and the desire for military power.

## Article Summary HIST 3990 -format sample

**Student Name**

**Month Day, Year/ Course name/ Instructor's name**

### Citation information:

Gross, J. T. *Neighbors: The Destruction of Jewish Community in Jedwabne, Poland*. Princeton: Princeton University Press, 2001. 56-140. Print.

**Thesis summary:** *Neighbors* touches on many themes concerning genocide from the bottom up. Gross reminds the readers that the Jewish population in Jedwabne was equal to and in fact greater than the Christian population. He points out motives that the Christians had for their crimes which include, but are not limited to, greed and political pressure. Gross addresses the claims that people typically make when referring to responsibility and the Holocaust; the claim “they were following orders” is one that Gross clearly proves is incorrect.

### Four specific “thesis” ideas:

1. Jedwabne was home to Christians and Jews equally.
2. Greed.
3. The people cannot forget.
4. The Polish hated the Communists and wanted to be free of them.

### Quotations and their relationships to the thesis:

1. According to census figures of 1931, the town population then totaled 2,167, and over 60 percent of the inhabitants identified themselves as Jews” (Gross, 16). - The Jews were as much a part of Jedwabne as the Christians.
2. “The so-called leftover Jewish property remained a hotly contested issue in town, involving assassinations and denunciations to the Security Office, as late as 1949” (Gross, 68-9). - The non-Jewish community was encouraged to attack the Jews.
3. “And of course, the entire population of Jedwabne knows very well what took place in their own town on July 10, 1941” (Gross, 84). – Even modern-day children in Jedwabne know what happened on July 10<sup>th</sup>, 1941.
4. “On the other hand, it is manifest that the local non-Jewish population enthusiastically greeted entering Wehrmacht units in 1941 and broadly engaged in collaboration with the Germans, up to and including participation in the exterminatory war against the Jews” (Gross, 104). - The Polish yearned for stability and resented the Communists; they also saw the Jews as Communist oppressors.

### Historical context

Jan Gross’ research on Jedwabne illustrates for us an example of genocide from the bottom up. The Christian Poles took it upon themselves to attack their “neighbors” for political expedience and greed. This act of violence is common in Europe against the Jewish population. There are records of pogroms across Europe for centuries. The pogrom that some debate could be recognized as the start of the Holocaust was on the night of November 9th, 1938 - *Kristallnacht*. On a night filled with mass destruction, violence and death, the Nazi leadership responded in a report stating, “About 20,000 Jews were arrested, also 7 Aryans, and 3 foreigners. The latter were taken into protective custody” (Heydrich, 651). Without orders from the Nazi war machine, before the Final Solution, the Jews were portrayed as the villains; even when it was their property that was being destroyed and stolen.

## Annotated Bibliography Instructions

### 1. Choose Your Sources:

- Make sure to use academic sources! – The Learning Commons provides many academic databases like Jstor and EBSCOhost. <https://libguides.kean.edu/az.php>.
- **Encyclopedias and Wikipedia are prohibited for this project.**

### 2. Citation:

- Each source starts with a full citation in Chicago style. This includes the author’s name, the title of the source, publication information, and other necessary bibliographic details.
- Book titles and Journal publications are written in *Italics*.
- Article titles and Chapter titles are written in “**quotations**.”
- The bibliography citation portion needs to be formatted with a “**Hanging Indent**.” You highlight the citation and click the “Paragraph Settings” button found in the Home tab on the ribbon in Microsoft Word. Then click the “Special” drop down and select “Hanging.”
- The citation format will depend on whether you are using the **Notes-Bibliography system (more common in the humanities)** or the Author-Date system (more common in the sciences and social sciences). – **We will be using the Notes- Bibliography system.**

### Notes-Bibliography Style:

- Book: Last Name, First Name. Book Title. Publisher City: Publisher, Year.
- Article: Last Name, First Name. “Article Title.” Journal Name Volume Number (Year): Page numbers.

### 3. Writing the Annotation:

- Each citation is followed by an annotation, usually around 150-200 words. The annotation should include a brief summary of the source, an evaluation of its credibility or relevance to your topic, and a discussion of how it will be useful for your research.
- **You will use the “Thesis Summary” from your Summary assignments as the annotations in your bibliography.** – Keep this in mind when you write your thesis summaries.

### 4. Formatting the Annotated Bibliography:

- Start each annotation on a new line. Use the **tab** key to make the 0.5-inch margin.
- The entire document should be single-spaced, including the citations and annotations. Use a standard font like Times New Roman, 12-point size.
- Weblinks need to be activated and clickable  
[https://owl.purdue.edu/owl/general\\_writing/common\\_writing\\_assignments/annotated\\_bibliographies/annotated\\_bibliography\\_samples.html](https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/annotated_bibliography_samples.html)
- The title of the annotated bibliography should be ‘Annotated Bibliography’ centered and at the top of the page. – It should be in 12-point font, Times New Roman, and it is not in bold.
- **If you’re using the Notes-Bibliography system**, the bibliography should be alphabetized by the author’s last name. If you’re using the Author-Date system, the entries are listed chronologically.

### 5. Annotations Content:

- **Summary:** Briefly describe the main argument or purpose of the work.
- **Evaluation:** Critically assess the work for accuracy, relevance, and quality. Discuss the author’s credentials and the work’s credibility.
- **Reflection:** Explain how this work will be useful for your research.

## 6. Annotated Bibliography Examples:

Barnard, Christopher. "Isolating Knowledge of the Unpleasant: The Rape of Nanking in Japanese High-school Textbooks." *British Journal of Sociology of Education* 22, no. 4 (2001): 519-30.

Barnard sites that eighty-eight textbooks in Japanese high schools mention events in 1937 and early 1938 however; the language in the books downplays the events.

Chang, Iris. *The Rape of Nanking: The Forgotten Holocaust of World War II* (New York, NY: Basicbooks, 1997), 100-50.

Iris Chang investigates the Nanjing Massacre, she recounts the horrific events that occurred in Nanjing, China, in 1937 but also examines the socio-political contexts that led to this tragedy. She utilizes a range of primary sources, including diaries, testimonies of survivors, and Japanese soldiers' accounts, to provide a comprehensive and harrowing narrative. Chang's work brought attention to a largely ignored chapter of history and for its role in sparking public discourse and scholarly research on the subject.

Kamins, Toni L., Gabe Friedman, Raffi Wineburg, and Julie Wiener. "Leopold Hilsner, Tragic Figure in Ritual Murder Accusation Case, Dies." Jewish Telegraphic Agency, January 12, 1928. <https://www.jta.org/1928/01/12/archive/leopold-hilsner-tragic-figure-in-ritual-murder-accusation-case-dies>.

This 1928 article from the Jewish Telegraphic Agency provides a historical account of the death of Leopold Hilsner, a figure central to a notorious ritual murder accusation in Austro-Hungarian Bohemia at the turn of the 20th century. The authors, Kamins, Friedman, Wineburg, and Wiener, offer a detailed narrative of Hilsner's case, highlighting the anti-Semitic climate of the period.

## 7. Review and Edit:

- **After completing your annotated bibliography, review it for consistency in formatting and accuracy in the citations and annotations.**

## 8. Bibliography Checklist:

- a. **Page Number** – ½ inch down from the top of the page. Go to the "Insert" tab, then click the "Page Number" drop down and select "Top of Page." Choose the third option (The one with the number in the upper right corner. – Use the "Different First Page" option to remove the page number from the cover.
- b. Center aligned Annotated Bibliography from the top. Use the "**Center**" tool in the "Home" tab.
- c. Leave a blank line to separate the Annotated Bibliography title from the citations.
- d. Make sure that there is a **period** at the end of every citation.
- e. Include the title, place, date, and year of publication.
- f. Are your book titles and journal publications in **Italics**?
- g. Are your chapter titles and journal titles in **quotations**?
- h. Remember to include the page numbers that you used.
- i. Use a "**Hanging Indent**."
- j. **Make sure there is a single-spaced line between citations.**
- k. List in alphabetical order by last name. Symbols are before letters.
- l. Use a page break to separate your paper's content pages from the Annotated Bibliography. **Page Break** – Go to "Insert" and click "Page Break."
- m. **Do not submit any work without first proofreading with a spell/grammar check!**

## Block Quote Instructions

### When to use a Block Quote?

Block quotes are used when the quotation is longer than 100 words or at least four lines of text.

### Introducing the Quote:

Introduce the block quote with a colon after your lead-in sentence. Ensure that your lead-in sentence gives context or sets up the quote effectively.

### Formatting the Quote:

Start the block quote on a new line, indented from the left margin. Do not use quotation marks to enclose a block quote. The block quote should be single-spaced.

### Citing the Quote:

Place a footnote or endnote citation after the final punctuation of the block quote.

### Resuming Your Text:

After the block quote, resume your text on a new line. Only indent if you are starting a new paragraph.

### Punctuation:

Maintain any original punctuation in the quote. If you need to modify the quote or add emphasis, make a note of this in your citation.

## Example of a Block Quote

By and large, terror was not needed to force the majority or even significant minorities into line. By mid-1933, or the end of that year at the latest, power was already secured, and the brutalities and violence that are identified with the so-called Nazi 'seizure of power,' began to wane. Terror itself does not adequately explain how the Third Reich came to be, nor account for its considerable staying power. (Gellately, 22-3).

Introduction for quotation

In this interview with Luis Valdez , Orono-Cordova notes his success:

Single Space, Indent extra half inch

In January of 1978, Valdez was named a recipient of the prestigious Rockefeller Foundation Playwright-in-Residence Award in connection with the production of his original play, Zoot Suit. He was commissioned to write and direct Zoot Suit for production by the Mark Taper Forum of the Center Theatre Croup in Los Angeles. After a successful run at the Taper, in August of 1978 the play moved to a nine-month extension of sold-out performances and hit reviews at the Aquarius Theatre in Hollywood, where the movie version of Zoot Suit was filmed in 1981. (Orono-Cordova, 96)

Citation in author-date style

Citation in notes-bib style: Use superscript at the end of the quotation

... nine-month extension of sold-out performances and hit reviews at the Aquarius Theatre in Hollywood, where the movie version of Zoot Suit was filmed in 1981.<sup>3</sup>

## Footnote Instructions

### 1. Inserting Footnotes:

- Use the insert footnote function found in the “References” tab. This will automatically number the footnotes and link them to the corresponding text in your document. **Do not manually write in footnote information in the footer or at the bottom of the page.**

### 2. Numbering:

- Footnotes should be numbered consecutively throughout your document. The numbering is automatically added when you use the “insert footnote” tool. (Alt+Ctrl+F).

### 3. Footnote Format:

- The first time you cite a source, the footnote should contain full bibliographic details.
- **For books:** Author’s full name (in normal order), Book Title (italicized), (Place of publication: Publisher, Year of publication), page number(s).
- **For articles:** Author’s full name, “Article Title,” Journal Name (italicized) Volume Number (Year): page number(s).
- For subsequent citations, use a shortened form, usually including just the author’s last name, a shortened title (if necessary), and the page number.
- If there are **four or more** authors you can use the author’s name that appears first alphabetically then “**et al.**,” in place of the other author’s names. You can do that **AFTER** you’ve written the full citation at least once.
- **First Line Indent** – Chicago Manuscript of Style requires footnotes to be written in a “First Line Indent.” Previous editions did not have this requirement. The First line indent is found in the same place that the “Hanging indent” is found when you write your Bibliography. Go to the “Home” tab and click the small box in the bottom right corner of the “Paragraph” section. Under “special” use the drop down to find “First Line.”
- **Superscript Removal** – Chicago Manuscript of Style 17<sup>th</sup> edition does not use the superscripts in the footnotes. Instead, you remove the superscript, write the full footnote in 12-point font, and place a period after the number.

### 4. Placement and Font Size:

- They are typically in a smaller font size than the main text (e.g., if your main text is in 12-point font, footnotes might be in 10-point). However, in Chicago Manuscript of Style 17<sup>th</sup> edition, **footnotes are written in 12-point font**, the same as the main text.
- Footnotes are formatted in single space with no added spaces before or after lines. To remove the default lines that are added, go to the “Home” tab, and use the “**Line and Spacing**” tool in the “Paragraph section. Then remove space before and after paragraph.

### 5. Examples:

#### First Citation of a Book

Iris Chang, *The Rape of Nanking: The Forgotten Holocaust of World War II* (New York, NY: Basicbooks, 1997), 100-150.

#### Second Citation of a Book



Chang, *The Rape of Nanking*, 100-150.

### First Citation of a Journal

Barnard, Christopher. "Isolating Knowledge of the Unpleasant: The Rape of Nanking in Japanese High-school Textbooks." *British Journal of Sociology of Education* 22, no. 4 (2001): 519-30.

### Second Citation of a Journal

Barnard, "Isolating Knowledge of the Unpleasant," 519-30.

### First Citation of a Webpage

Kamins, Toni L., Gabe Friedman, Raffi Wineburg, and Julie Wiener. "Leopold Hilsner, Tragic Figure in Ritual Murder Accusation Case, Dies." Jewish Telegraphic Agency, January 12, 1928. <https://www.jta.org/1928/01/12/archive/leopold-hilsner-tragic-figure-in-ritual-murder-accusation-case-dies>.

## 6. Ibid. Usage

- **The use of Ibid for our purposes is prohibited.**

## 7. Commentary in Footnotes

- Footnotes can include additional comments or clarifications related to the text.

## 8. Internet Sources

- Online sources, include the URL and last accessed date.

### Example

"Climate Change Facts," National Geographic, accessed May 22, 2023, <http://www.nationalgeographic.com/climate-change>.

### Additional Notes

- Double-check each footnote for accuracy and completeness.
- **Sources cited in footnotes should also appear in your bibliography!**<sup>123456</sup>

1. Iris Chang, *The Rape of Nanking: The Forgotten Holocaust of World War II* (New York, NY: Basicbooks, 1997), 100-150.

2. Chang, *The Rape of Nanking*, 100-150.

3. Barnard, Christopher. "Isolating Knowledge of the Unpleasant: The Rape of Nanking in Japanese High-school Textbooks." *British Journal of Sociology of Education* 22, no. 4 (2001): 519-30.

4. Barnard, "Isolating Knowledge of the Unpleasant," 519-30.

5. Kamins, Toni L., Gabe Friedman, Raffi Wineburg, and Julie Wiener. "Leopold Hilsner, Tragic Figure in Ritual Murder Accusation Case, Dies." Jewish Telegraphic Agency, January 12, 1928. <https://www.jta.org/1928/01/12/archive/leopold-hilsner-tragic-figure-in-ritual-murder-accusation-case-dies>.

6. Kamins et al., "Leopold Hilsner, Tragic Figure."

**COURSE CALENDAR**  
**HIST 3990 K01 / JUNIOR SEMINAR IN HISTORY / Spring 2024**  
**Tuesday 4:30pm – 7:15pm OGAT 325**

### **Week 1: Introduction and Syllabus Explanation**

The first lecture starts with a strong emphasis on the importance of attendance and active participation. The session will introduce an interactive element through the use of Jam Board. This innovative digital tool will create a collaborative and engaging environment, allowing students to share ideas and thoughts effectively. The lecture will then transition into a comprehensive walkthrough of the course syllabus.

#### **Class Activity:**

- Go to the Jamboard. Pick a blank slide and create content that lets the class know more about you. Use pictures, texts, or whatever you want! (A Slide may already be assigned to you by name).
- Tell us what you want to do with your degree, tell us about your hobbies, etc. Just remember to write your name somewhere in it!
- Watch this video for help: <https://www.youtube.com/watch?v=eRG8MiLPUxk>
- Use the link for the Jamboard:  
<https://jamboard.google.com/d/126tCjSUKpQ6pyMZpFm7jaXvYsfzuku4TYKV5UeWC3Zc/edit?usp=sharing>
- Confirm your Booth Presentation chapter and topic for Historiography. –  
<https://docs.google.com/document/d/1xRNU3IHtlvIevI-1pMB1QO15J1UT0rkZweiXlgV6qPI/edit>

#### **Seminar**

- *Discuss Topics for Historiography Topic and Articles.*

### **Week 2: Authenticity in Research and Writing**

This lecture focuses on the theme of authenticity. It begins with clips from Google discussing the shortcomings of search engines and the misuse of artificial intelligence. The focus then shifts to common summarization mistakes in academic writing and research, aiming to enhance students' skills in avoiding typical errors for clearer, more effective summaries. The session wraps up with students finalizing their Historiography topics, bridging theoretical learning with practical research and analysis.

#### **Lecture/Activity: Authenticity**

- Google Clip: Lasagna 10:08-12:48 then 26:21-37:40 [https://youtu.be/tFq6Q\\_muwG0?t=608](https://youtu.be/tFq6Q_muwG0?t=608)
- Covering Common Summary Mistakes
- Confirm your Booth Presentation chapter and topic for Historiography. –  
<https://docs.google.com/document/d/1xRNU3IHtlvIevI-1pMB1QO15J1UT0rkZweiXlgV6qPI/edit>

#### **Presentations**

- **Chapter 1:** Thinking in Print.
- **Chapter 2:** Connecting with Your Reader.

#### **Seminar**

- *Turn in Article 1 Summary*

### Week 3: Utilizing Databases and Sources

In the third week, the lecture is dedicated to mastering the use of databases and sources. The session encompasses presentations on two crucial chapters. The first part, “From Topics to Questions,” guides students in transforming broad topics into specific, researchable questions, marking an essential step in honing their research focus. Following this, “From Questions to a Problem” takes these refined questions a step further, turning them into a well-defined research problem.

#### Lecture/Activity: Databases and Sources

- In class investigation of the Nancy Thompson Learning Commons (NTLC).
- Comparing webpages and Journals.

#### Presentations

- Chapter 3: From Topics to Questions.
- Chapter 4: From Questions to a Problem.

#### Seminar

- *Article 2 Summary is due.*

### Week 4: Primary Sources vs Secondary Sources

The fourth week’s lecture investigates the significance of primary and secondary sources in research. This session includes an insightful presentation on “Chapter 5: From Problems to Sources.” This chapter plays a crucial role in guiding students to understand how different types of sources can be leveraged to address research problems. It helps to recognize the unique value and application of both primary and secondary sources, which is fundamental in developing a robust and well-supported research methodology.

#### Lecture/Activity: Identifying Sources.

- What is a Primary Source?
- What is a Secondary Source?
- Why does it matter?

#### Presentations

- Chapter 5: From Problems to Sources.

#### Seminar

- *Article 3 Summary is due.*

### Week 5: Annotated Bibliography

This week’s lecture centers on creating an annotated bibliography. It starts with a short instructional clip [https://youtu.be/CQK\\_Y0rCnvA](https://youtu.be/CQK_Y0rCnvA), followed by a practical lesson on sample bibliography creation. The session includes a presentation on “Chapter 6: Engaging Sources,” focusing on the critical analysis of various research sources. In the seminar, students will submit their article 4 Summary and a Sample Annotated Bibliography, which should include **3 books, 3 webpages, and 3 journals**. This exercise aims to enhance skills in summarizing and evaluating diverse sources.

### Lecture/Activity: Annotated Bibliography

- Short clip - Annotated Bibliography: [https://youtu.be/CQK\\_Y0rCnvA](https://youtu.be/CQK_Y0rCnvA)
- Sample Bibliography lesson

### Presentations

- **Chapter 6:** Engaging Sources

### Seminar

- *Article 4 Summary is due.*

## Week 6: Identifying Themes

Week 6's lecture focuses on identifying themes in literature and research. The session features a theme lesson centered on Elie Wiesel's *Night*. The lecture includes a presentation on "Chapter 7: Making Good Arguments." This chapter is designed to help students understand how to construct compelling and well-founded arguments, an essential skill in both academic writing and critical thinking.

### Lecture/Activity: Theme Lesson

- *Night*, Elie Wiesel – <https://kean.instructure.com/courses/16627/files/1061944?wrap=1>

### Presentations

- **Chapter 7:** Making Good Arguments

### Seminar

- *Article 5 Summary is due.*
- *Sample Bibliography is due. Requires 3 Books, 3 Journals, and 3 Web sources.*

## Week 7: Developing Arguments and Evidence

Week 7's lecture focuses on two critical areas: "Chapter 8: Making Claims" and "Chapter 9: Assembling Reasons and Evidence." These chapters are designed to enhance students' abilities to formulate clear claims and back them up with logical reasoning and solid evidence. Additionally, there is a Mid-Semester Check-in Survey. This survey is an important tool for gathering student feedback on the course so far, allowing for adjustments and improvements to enhance the learning experience.

### Lecture/Activity:

- Mid Semester Check-in Survey:  
[https://docs.google.com/forms/d/e/1FAIpQLSdwb7NV0FuJzhi40HV2akONqBf-fD7ZIo2wfkoQ-kpft-1DXw/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSdwb7NV0FuJzhi40HV2akONqBf-fD7ZIo2wfkoQ-kpft-1DXw/viewform?usp=sf_link)

### Presentations

- **Chapter 8:** Making Claims
- **Chapter 9:** Assembling Reasons and Evidence

### Seminar

- *Article 6 Summary is due.*

## Week 8: Planning, Drafting, and Building Your Case

In Week 8, the focus shifts to the essentials of planning and drafting academic papers, along with strategies for effectively building an argument. The presentations for this week cover “Chapter 12: Planning and Drafting,” which offers students guidance on organizing their ideas and beginning the writing process. This chapter emphasizes the importance of a well-structured plan as a foundation for any successful academic paper. Additionally, the session includes a segment on creating outlines, titled “Outlines: Building Your Case.”

### Lecture/Activity:

- **Writing an Outline.**
- **Using Instructor Walsh’s “Building Your Case” as a guide for the student’s outline.**

### Presentations

- **Chapter 12: Planning and Drafting**
- **Outlines: Building Your Case**
- <https://docs.google.com/document/d/1MNYguIyW5EFMvrCirODRVgz-ExhMI3Uv/edit?usp=sharing&oid=107732902322629270773&rtpof=true&sd=true>

### Seminar

- ***Article 7 Summary is due.***

Spring Recess March 11-17

## Week 9: Drafting and Editing in Word

Week 9’s lecture focuses on drafting and editing in Microsoft Word. This session will provide students with valuable tips and techniques for effectively using Word for their academic writing projects, highlighting features that can enhance the drafting and editing process. This day is reserved for questions and answers with word processing software. We will field potential issues with writing. Make a note of issues that you may have, today is the day that we solve them in real time.

### Lecture/Activity:

- **Drafting and Editing in Word**

### Presentations

- **Chapter 14: Incorporating Sources**

### Seminar

- ***Article 8 Summary is due.***

## Week 10: Effective Introductions & Conclusions

Week 10 focuses on writing effective introductions and conclusions. The lecture includes activities and presentations based on “Chapter 16: Introductions and Conclusions,” guiding students in crafting compelling openings and closings for their academic papers.

Key activities for the week involve the “Revision Paper.” Students are required to submit a copy on Canvas in the Discussion Board, providing an opportunity for broader peer review and feedback. There are no new summaries due this week. The main task is to convert an existing APA/MLA paper into Chicago Style Format, followed by proofreading and editing. This exercise is designed to refine students’ formatting skills and attention to detail.

### Lecture/Presentation

- **Chapter 16: Introductions and Conclusions**
- **Writing Introductions and Conclusions in class.**

### Seminar

- ***Revision paper is due. This needs to be in Chicago style.***
- There must be a **cover page, page numbers** (No page number on the cover page), **footnotes, and an Annotated Bibliography.**
- Submit a copy of the “Revision Paper” on Canvas in the Discussion Board.
- No Summary is due. You will present your revision paper to the class informally (The way we do every week).
- You already have this paper written. You need to convert your APA/MLA paper into Chicago Style Format. Then proofread/edit. That is it!

## Week 11: Historiography Example: The Nanjing Massacre

This week, the lecture features a content seminar on the historiography of The Nanjing Massacre. It includes a detailed presentation by the instructor, showcasing an example of an in-depth historiographical analysis of this significant historical event. This class is particularly important as it demonstrates the application of historiographical methods to a complex and sensitive subject, providing students with insights into how historical events are interpreted and understood from various perspectives.

Students need to thoroughly revise each summary, focusing on enhancing accuracy, clarity, and conciseness. Once these revisions are complete, all the summaries should be compiled into a single Word document. This compiled document is then to be submitted to the course’s Canvas page, specifically on the Discussion Board. It’s important that students label this document with their full name, in the format “[Your First and Last Name] Summaries.” The document should neatly organize all the individual summaries, with each summary restricted to just one page in length, ensuring a concise presentation of their work. **Remember, thesis summaries will be used for the annotations in the final bibliography.**

### Lecture

- **Historiography Example: The Nanjing Massacre**

### Seminar

- Make corrections to all your summaries.
- ***Submit all your completed summaries to Canvas on the Discussion Board.*** – Make sure that you label the Word file “[Your First and Last Name] Summaries.” The document should have **1 Word file** with all the summaries in it. Each summary should only be 1 page in length.



## Week 12: First Draft – Peer Review

In Week 12, the class focuses on the first draft of the historiography project, entering a crucial phase of peer review. Students are expected to complete and share their first drafts on the Discussion Board via Canvas. This enables the entire class to engage in a comprehensive peer review session, where everyone will read and provide constructive feedback on each other's papers. To facilitate this process, students are encouraged to bring their laptops to class. A key requirement for the first drafts is adherence to Chicago style formatting, along with the inclusion of a completed annotated bibliography. This session is designed not only to refine the students' drafts through collective input but also to enhance their skills in critical analysis and editing by engaging with the work of their peers.

### Class Activity:

- **1<sup>st</sup> Draft of your historiography is due!**
- Share your 1<sup>st</sup> Draft on the Discussion board via Canvas.
- We will spend the class reading each other's papers – editing/peer review. You may bring laptops.
- **The Sample Historiography must be in Chicago style, and it must have a completed Annotated Bibliography.**

## Week 13: Historiography Presentation Day 1

In Week 13, students will have the opportunity to present their historiography topics in front of the class. While the use of PowerPoint to aid these presentations is encouraged, it's not a requirement, and students should note that video clips are not permitted. Each presentation is expected to last between 15-20 minutes, allowing students to delve into their topics in depth. After each presentation, there will be a Q&A segment. It's important to note that attendance for this session is mandatory, ensuring a full audience for each presenter and a comprehensive learning experience for all. This format marks a shift from the seminar-style discussions previously held, emphasizing formal presentation skills and scholarly discourse.

### Class Activity:

- Historiography Presentation Day 1
- Students will present their topics. -> PowerPoint is not required but it is strongly encouraged. (No video clips)
- Presentations will be in front of the class. This will not be in the Seminar style.
- Presentations will last 15-20 minutes each.
- There will be Q&A after each presentation.
- **Attendance is mandatory.**

## Week 14: Historiography Presentation Day 2

On this day, students who haven't presented will share their historiography topics with the class. This ensures that every student gets the chance to showcase their research and gain insights from their peers. The session also doubles as the second Peer Review Day, where students engage in a thorough review of each other's papers, providing constructive feedback and suggestions for improvement. Attendance is mandatory.

In addition to the presentations and peer review activities, the second draft of each student's Historiography is due. Students are required to upload their second drafts on the Discussion Board via Canvas. The class will be dedicated to reading and reviewing these drafts, and students are encouraged to bring laptops to facilitate this process. The second draft of the Historiography must adhere to Chicago

style formatting and include a cover page, complete footnotes, page numbers, and a completed Annotated Bibliography.

### **Class Activity:**

- 2nd Draft of your Historiography is due!
- Second day for presentations
- Second day for peer Review
- **Attendance is mandatory.**
- Share your 2<sup>nd</sup> Draft on the Discussion board via Canvas.
- We will spend the class reading each other's papers – editing/peer review. You may bring laptops.
- **The Sample Historiography must be in Chicago style, and it must have the following: a cover page, completed footnotes, page numbers, and a completed Annotated Bibliography**

### **No Class (4/30)**

Full-term and second-half-term classes follow a Friday schedule - **No Tuesday full-term and second-half-term classes.**

### **Week 15: Final Draft is Due / Course Evaluation**

As Week 15 marks the final class of the course, it is a time for both culmination and reflection. The main task for students is the submission of their Sample Historiography's Final Draft, which should be uploaded to Canvas as a Word document (Not a PDF or Google Doc).

This week, there won't be a regular class meeting scheduled, allowing students dedicated time for finalizing their drafts. This date is reserved in case we have snow days, school closings, or other interruptions. If there are still Presentations that have not been concluded, then and only then, will we hold class in person.

Students are also encouraged to complete the Kean Course evaluation, accessible either via an email link or directly from the Canvas dashboard. This official evaluation is important for providing feedback on the course. In addition to the official evaluation, there is a personalized course survey prepared by the instructor. This survey, intended solely for the instructor's review, is anonymous and offers a platform for students to share their personal experiences and suggestions for the course. Students have the option to include their names if they choose.

### **Information:**

- **Sample Historiography (Final Draft) is due.**
- **The Sample Historiography needs to be submitted on Canvas as a Word Doc, not a pdf.**
- **No Class meeting unless otherwise discussed.**
- Reserved for snow days, school closings, and/or a potential trip to the Archives. – If one of these events occurs during the semester, we will adjust accordingly.
- Please complete the Kean Course evaluation. It should have been emailed to you or it is available on the Canvas dashboard.
- I have a personalized course survey for you to complete as well. This one is just for me (no one else sees it). It is anonymous unless you want to fill out the name section.

## Spring 2024 Academic Calendar

<https://www.kean.edu/offices/registrars-office/academic-calendar#spring2024>

	Full Term Courses	First-Half Term Courses	First-Half Online Courses	Second-Half Term Courses	Second-Half Online Courses
Courses begin	Tues., Jan. 16	Tues., Jan. 16	Tues., Jan. 16	Tues., Mar. 19	Tues., Mar. 19
Last day to add courses	Tues., Jan. 23	Tues., Jan. 23	Fri., Jan. 19	Tues., Mar. 26	Fri., Mar. 22
Last day to drop with 100% refund and with no mark on academic record	Tues., Jan. 23	Tues., Jan. 23	Tues., Jan. 23	Tues., Mar. 26	Tues., Mar. 26
Mark of "W" begins for course withdrawals	Wed., Jan. 24	Wed., Jan. 24	Wed., Jan. 24	Wed., Mar. 27	Wed., Mar. 27
Last day to withdraw with 75% refund	Tues., Jan. 30	Tues., Jan. 30	Tues., Jan. 30	Tues., April 2	Tues., April 2
Last day to declare a course as an audit	Tues., Feb. 6	Tues., Jan. 30	Tues., Jan. 30	Tues., April 2	Tues., April 2
Last day to declare or change undergraduate Pass/Fail option	Tues., Feb. 6	Tues., Jan. 30	Tues., Jan. 30	Tues., April 2	Tues., April 2
Last day to withdraw with 50% refund - No refunds will be issued after this date	Tues., Feb. 6	Tues., Feb. 6	Tues., Feb. 6	Tue., April 9	Tue., April 9
Last day to withdraw from courses with "W" grade (no refund)	Mon., April 1	Fri., Feb. 23	Fri., Feb. 23	Fri., April 26	Fri., Apr. 26
Exam Week	Fri., May 3 - Thurs., May 9	Tues., Mar. 5 - Sat., Mar. 9; Mon., Mar. 18	N/A	Fri., May 3 - Thurs., May 9	N/A
Courses end	Thurs., May 9	Mon., Mar. 18	Mon., Mar. 18	Thurs., May 9	Mon., May 13
Grades due	Wed., May 15	Fri., Mar. 22	Fri., Mar. 22	Wed., May 15	Fri., May 17

\*The Academic Calendar is subject to change.