



Captain America vs. Hitler

Senior Seminar in History

HIST 4990 K1

Spring 2024

Instructor: Andrew Walsh



Contact Information

email: walsha1@kean.edu

Phone: 609-489-2684

Office: OGAT 417

Class Meeting Times: Mondays 4:30 – 7:15 pm
Classroom: Gateway Building Room 418

HIST 4990 Senior Seminar in History (3 credits) - Course Description

This course is the capstone experience required of all History Majors at Kean University. In it, students will explore the uses of history, investigate the dominant schools of historical thought from antiquity to the present, and learn about those theories and methods specifically related to the practice of history.

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.**

Course Objectives

- Demonstrate basic standards of historical literacy and perspective (KU 1, 3, 4) (GE K2, S1, S3, S4, S5)
- Articulate an interpretive framework of the complex and interrelated causes, courses, and consequences of historical events (KU 1, 2, 3, 4) (GE K2, S1, S2, S3, S4, S5)
- Perform sophisticated skills in examining, exploring, comparing, and critiquing a variety of sources and viewpoints written, non-verbal, artistic, and symbolic (KU 1, 2, 4) (GE K2, S1, S2, S3, S4, S5)
- Critically and comparatively analyze individual cultures within national, regional, and global contexts (KU 1, 2, 3) (GE K2, S1, S2, S4, S5)
- Demonstrate well-developed written and verbal skills in dissecting and creating nuanced analyses of historical events and historiographical interpretations of those events (KU 1, 4) (GE K2, S1, S2, S4, S5)

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 online at <http://www.kean.edu/KU/Forms-OCIS>; click on the 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.”

Important Dates:

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

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 4990 Suggested Topics.

These topics are designed to provoke students to think about subjects that they may have an interest in. The Final needs to be either a Historiography, a research paper, or a Unit Plan for a teaching portfolio.

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 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)
- **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.
- **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.

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

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/>

Assignment Descriptions

I. **Class Participation (10 points)**

- Every student will be required to participate in every class session.
- Attendance is not participation. – Starts at 100%.

II. **Thesis: Due 3/3 at 11:59 pm. (10 points)**

- One-paragraph statement laying out your topic, the schools/approaches/methodologies toward it, and what you are going to try to say.

III. **Annotated Bibliography and Sample Citations: Due 3/10 at 11:59 pm (15 Points)**

- 10 sources: for each, in about two sentences, state what methodology the author used, what primary sources were employed, how this methodology is different from others, and what the author is trying to add to our understanding.
- Each of the 10 should be in proper Chicago style 17th edition bibliography format.
- For each of the 10, also show the full footnote citation and a subsequent shortened version.

IV. **Complete Draft: Written in Word, due on 4/7 at 11:59 pm. (20 Points)**

- Full text, notes, bibliography.
- Students will be set in pairs.
 - A. **Submission and Format (5 points):** Draft is submitted in Microsoft Word format as required. Deductions for non-compliance with format requirements.
 - B. **Content Completeness (5 points):** All sections are written in the draft.
 - C. **Quality of Writing (5 points):** Quality includes punctuation and completed citations.
 - D. **Research and Analysis (5 points):** Accuracy of information.

V. **Peer Review: Due 4/28 at 11:59 pm (7.5 points)**

- Your partner and I will download the draft and mark it up using MSWord's track-changes feature, sending it back to you and me.
- **Timeliness (2 points):** Since the assignment is due on 4/14 at 11:59 pm, submissions should be graded on punctuality. Full points for submissions turned in on time, with deductions for late submissions.
- **Use of Track Changes (2 points):** Since the assignment specifies the use of MS Word's track-changes feature, the grading should assess how effectively the student has used this tool. This includes marking up the draft with meaningful and relevant edits, suggestions, and comments.
- **Quality of Feedback (3.5 points):** The most critical aspect is the quality of the feedback. This includes the relevance, constructiveness, and clarity of the comments and edits. The feedback aims to improving the draft, highlighting both strengths and areas for improvement.

VI. **Presentation: Due 4/22 and 4/29 (7.5 points)**

- Each of you will be responsible for a 15-minute PPT presentation of the case study you select for your research paper.

- The main goal is to teach the class about your topic. Be sure to offer key terms, the big-picture perspective, and especially a discussion of the methodologies, sources, and debates within your topic.
- I am looking for logical flow, clarity of presentation, evidence of mastery and skills in conveying knowledge.
- There will be a Q&A from the students and the instructor.
- **See rubric.**

VII. Capstone: Due on 5/5 at 11:59 pm. (30 Points)

- You have three choices for your project; you will see samples in our materials.

1. **Historiography**: Choose an event, person, movement, moment, etc., and analyze how different historians and methodologies have explored your chosen topic—Keep an eye on what primary sources those historians use to make their assessments. The Historiography must include the following:

- **Cover/Title page.**
- **Introduction:** This section should provide an overview of the topic and explain why it is significant in the field of history. It should also outline the scope of the historiographical analysis and state the objectives of the paper.
- **Thesis:** A concise statement that presents a critical argument about how historical interpretations of a specific topic have evolved and varied among historians. It engages with historiographical debates, highlighting shifts in perspectives, methodologies, and conclusions over time. This thesis sets the direction for the paper, guiding its analysis and organization by focusing on specific aspects of the historiographical discourse.
- **Historical Context:** A review of the historical events or periods being studied.
- **Discussion of Key Works and Historians:** A critical examination of the major works and historians relevant to the topic. It should include a discussion of their arguments, methodologies, and sources, as well as the historical context in which they wrote.
- **Thematic or Chronological Organization:** The body of the historiography should be organized either thematically or chronologically. It could be arranged by different schools of thought, methodological approaches, or by the sequence in which different interpretations have emerged.
- **Analysis of Changes Over Time:** An essential element of historiography is the analysis of how and why historical interpretations have changed over time. This might involve discussions of new evidence, changing methodologies, or shifts in political, social, and academic contexts.
- **Comparison and Contrast of Different Views:** A historiography should compare and contrast diverse views, highlighting areas of agreement and disagreement.
- **Critical Evaluation:** This involves a critical assessment of the arguments and evidence presented by the historians. It includes evaluating the strengths and weaknesses of different interpretations.
- **Reflection on the Historian's Role:** Discuss how the personal, social, and political contexts of historians have influenced their interpretations and methodologies.
- **Conclusion:** Summarize the key findings of the historiography, reiterate its significance, and possibly suggest areas for future research or unresolved questions in the field.
- **Annotated Bibliography:** A comprehensive list of all the sources and works examined in the historiography.

2. **Research Paper**: Write a paper with a heavy emphasis on primary source research. The Research Paper must include the following:

- **Cover/Title Page**
- **Abstract (Bigger thesis):** A brief summary of the research paper, usually around 150-250 words. It should include the purpose of the research, the methodology used, the key findings, and the main conclusions.
- **Introduction:** This section introduces the topic, provides background information, and outlines the research question or hypothesis. The introduction sets the context for the study and states its significance.
- **Literature Review:** A review of existing literature relevant to the research topic. This section demonstrates the researcher's understanding of the current state of knowledge in the field and identifies gaps that the current research aims to address.
- **Methodology:** A detailed description of the research methods used. This includes the research design, data collection methods, and analysis procedures. The methodology should be thorough enough to allow the study to be replicated.
- **Results:** This section presents the findings of the research. It includes data in the form of text, tables, graphs, or figures, and should be presented in a clear, concise, and logical manner.
- **Discussion:** In this part, the implications and significance of the results are discussed. The researcher interprets the findings, linking them back to the research question or hypothesis and discussing them in the context of the existing literature.
- **Conclusion:** This section summarizes the research and its findings. It reiterates the significance of the study, reflects on its limitations, and may suggest areas for further research.
- **Annotated Bibliography:** A list of all sources cited in the paper. This should follow the Chicago Manuscript of Style 17th edition and include all books, articles, websites, and other resources used in the research.
- **Appendices (if applicable):** Additional material that supports the main text but is too lengthy or detailed to include in the main sections of the paper, such as raw data, extended descriptions of methodologies, or additional analyses.

3. **A unit plan:** A Unit that you can use in your teaching portfolio.

- **Subject and Grade Level:** Specify the subject and grade level for the Unit. – 1 Page.
- **Unit Title and Overview:** Choose a title that encapsulates the unit. Write a brief overview explaining the unit's purpose and its relevance to the curriculum. – 1 page.
- **Curriculum Standards:** List the specific curriculum standards that the unit addresses. This ensures that your unit aligns with state or national educational requirements. NJ standards must be addressed and met. - <https://www.nj.gov/education/standards/socst/index.shtml>
- **Learning Objectives:** Clearly defined learning objectives that are aligned with relevant standards (such as state or national education standards). These objectives should be specific, measurable, achievable, relevant, and time-bound (SMART).
- **Content Outline:** A detailed outline of the content to be covered, structured in a logical sequence. This includes the main topics, subtopics, and key concepts that will be taught. This can be a Table of Contents.
- **Lesson Plans:** A series of lesson plans that detail the instruction for each topic or concept within the unit. Each lesson plan should include the lesson's objectives, instructional activities, materials, and resources needed, and methods of assessment. – Minimum of 4 lessons. Maximum of 10.
- **Instructional Strategies:** Detail the teaching methods you will use. This might include lectures, discussions, hands-on activities, group work, and the use of technology.

- **Assessment Plan:** A plan for how students' understanding, and mastery of the material will be assessed. This should include a variety of assessment types, such as formative assessments, summative assessments, quizzes, projects, and performance tasks.
- **Differentiation Strategies:** Explain how you will meet the needs of students, including those with learning disabilities, English language learners, and advanced learners.
- **Materials and Resources:** Provide a list of all materials and resources required for the unit, including textbooks, technology tools, supplementary readings, and any other instructional materials. – These resources need to be stated in your lessons plans as well.
- **Timeline:** A timeline showing how much time will be allocated to the content.
- **Reflection and Self-Evaluation:** Include a section for self-reflection on the unit's effectiveness and any feedback received from students or colleagues. This shows your willingness to adapt and improve.
- **Alignment with Educational Philosophy:** An explanation of how the unit aligns with your educational philosophy or teaching approach. Specify grade level, and unit theme with explanation and rationale.
- **Annotated Bibliography:** A list of all sources cited in the paper. This should follow the Chicago Manuscript of Style 17th edition and include all books, articles, websites, and other resources used in the research. – Minimum of 10 academic sources.
- **Appendices:** If necessary, add any supplementary material that supports the unit plan, such as handouts, worksheets, or detailed project descriptions.
- **Sections Must be clearly identified and separate.**

3A. Unit Examples – Examples were not directly used in this assignment. However, they will present expectations.

- **Ninth Grade World Honors History** – <https://docs.google.com/document/d/1rB9bsm8o-hzctuBVdh-LJNl8xy1QiHsP/edit?usp=sharing&oid=107732902322629270773&rtpof=true&sd=true>
- **Ninth Grade English** – <https://docs.google.com/document/d/1fZ-rFZXEjfWFnHBJwxR0hGzpgAjq26rY/edit?usp=sharing&oid=107732902322629270773&rtpof=true&sd=true>
- **Lesson Plan example** – <https://docs.google.com/document/d/1GZpY11kfejpwuOd3qN6iKUr3IVLYpWMC/edit?usp=sharing&oid=107732902322629270773&rtpof=true&sd=true>

- **For the first two choices:** 20-30 pages (plus footnotes or endnotes and a bibliography): 12pt font, one-inch margins, numbered pages, double-spaced.
- **Format:** We will use only the Chicago Manuscript of Style 17th edition.
- **For all three options:** at least 10 peer-reviewed secondary sources: journal articles, university/academic press books, scholarly books, etc. You may use online resources only if they are scholarly materials accessed because a book is available as an eBook or an article is available via an online database such as JSTOR, Project Muse, etc. I will inspect every internet-based resource – you need to make sure that I have access to that source. (Make sure your links work!)
- **Encyclopedia articles, dictionary entries, newspaper or magazine articles, popular books, and website descriptions/blogs are not acceptable.**

Assignment Grading

Class Participation	10
Thesis	10
Annotated Bibliography	15
Complete Draft	20
Peer Review	7.5
Presentation	7.5
Capstone	30
Total	100

Scoring Rubric for Presentations

Category	Scoring Criteria	Total Points	Score
Organization (1.5 points)	The type of presentation is appropriate for the topic and audience.	.5	
	Information is presented in a logical sequence.	.5	
	Presentation appropriately cites requisite number of references.	.5	
Content (3 points)	Introduction is attention-getting, lays out the problem well, and establishes a framework for the rest of the presentation.	.5	
	Technical terms are well-defined in language appropriate for the target audience.	.5	
	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	
Presentation (3 points)	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.	1	
	Length of presentation is within the assigned time limits.	.5	
	Information was well communicated. – Not read off the screen like a giant flashcard	.5	
Score	Total Points (7.5 Points = 100%)	7.5	

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.
Total	100%		89-100%	77-88%	50-77%	0-50%

Annotated Bibliography and Sample Citations Rubric

Criteria	Full Points	Partial Points	No Points	Total Points	Points Earned
1. Quality of Annotations (7.5)					
Content	Clearly explains methodology, primary sources, differences in methodology, and author's contribution.	Explanation somewhat unclear or incomplete.	Key elements are missing, or irrelevant information provided.	2.5	
Clarity and Conciseness	Annotation is clear, concise, within a reasonable length.	Annotation somewhat unclear or slightly too short or too long.	Annotation unclear, too vague, or too short/long.	2.5	
Relevance and Insight	Source is highly relevant and provides significant insight.	Source has some relevance and provides moderate insight.	Source lacks relevance or insight.	2.5	
2. Citation Accuracy (5)					
Chicago Style Bibliography Format	Perfectly formatted according to Chicago style 17 th edition.	Minor errors in formatting	Major errors or incorrect formatting	2.5	
Footnote and Shortened Citation	Both full footnote and shortened citations are correctly formatted.	Minor errors in one or both citations.	Major errors or incorrect formatting in one or both citations.	2.5	
3. Overall Presentation and Compliance (2.5)					
Completeness	A minimum of 10 academic sources are included.	1-2 sources missing.	More than 2 sources missing.	1.25	
Adherence to Instructions	Fully adheres to all instructions regarding order and presentation.	Minor deviations from instructions.	Major deviations from instructions or disorganized presentations.	1.25	
Total (20 Points = 100%)					

Assistance with Chicago Manual of Style 17th Edition:

Chicago Manual of style 17th 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

Kean Writing Resource webpage:

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

CMOS 17th edition textbook:

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

CMOS 17th edition student assistance webpage:

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

Video guide on setting up a word document for CMOS 17th:

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&list=LL&index=4&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>

Writing a Thesis

Choose a Topic: Start with a topic that interests you and is relevant to your field of study. It should be something you are passionate about and want to explore in depth.

Conduct Preliminary Research: Do some initial research to understand the background of your topic. This will help you identify key issues, debates, and gaps in the existing literature.

Narrow Down the Focus: Based on your initial research, narrow down your topic to a specific question or problem. This focus will make your thesis more manageable and directed.

Formulate a Thesis Statement: Develop a clear and concise thesis statement. This should be a single sentence that presents your main argument or position on the topic. It should be specific enough to guide your research and writing.

Make Sure It's Debatable: Your thesis should present a point of view that others might challenge or oppose. It should not be a simple statement of fact, but something that requires evidence and analysis to support.

Plan Your Argument: Think about the main points that you will use to support your thesis. These points will form the basis of the main sections or chapters of your paper.

Gather Supporting Evidence: Conduct detailed research to find evidence that supports your thesis. This can include academic articles, books, interviews, data, and other relevant sources.

Write an Outline: Create an outline of your paper, organizing your main points and evidence in a logical sequence that supports your thesis.

Draft the Introduction: Write an introduction that sets the context for your paper, introduces your topic, and leads up to your thesis statement.

Revise Your Thesis as Needed: As you write your paper, you may find that your thesis needs to be revised to better reflect the direction your paper has taken.

Seek Feedback: If possible, get feedback on your thesis statement from advisors, mentors, or peers. They can provide valuable insights and suggest improvements.

Refine and Polish: Review and revise your thesis statement to ensure clarity, coherence, and conciseness. Make sure it accurately reflects the essence of your paper.

Thesis Examples:

Transitional Justice in Guatemala.

“Central to this paper is the exploration of Guatemala’s experience with transitional justice. Guatemala, like many Latin American countries, is a nation whose history is marred by decades of internal conflict and egregious human rights violations, particularly against Indigenous communities. This case study is instrumental in understanding the effectiveness of transitional justice in achieving reconciliation and justice. Guatemala’s experience, characterized by the implementation of several transitional justice procedures, provides a unique lens through which to analyze how transitional justice mechanisms can

both reveal past abuses and set a course toward societal healing. This analysis seeks to determine how effective was Guatemala in achieving reconciliation and justice and what lessons can be drawn for future transitional justice initiatives.”

The Hitler Myth: Propaganda, Authoritarianism, and the German Psyche in the Third Reich

“This paper examines the underlying reasons behind the German populace's support for Hitler and the Nazi Party, highlighting the interplay of Nazi propaganda and the Germans' yearning for a national hero akin to Bismarck. Drawing on insights from historians like Ian Kershaw and testimonies from contemporaries, it argues that this support was rooted not just in the allure of Hitler's persona as propagated by the Nazis, but also in a historical context where past disappointments with Liberalism and a longing for authoritative strength shaped public perception. This analysis aims to demystify the complex socio-political dynamics that enabled one of the most troubling periods in modern history.”

Navigating Nazi Totalitarianism: The Struggle of the Clergy, Medical Community, and Disabled

“This paper investigates the varied responses of the clergy and disabled Germans to their persecution during the Nazi era, revealing the complex dynamics of resistance and compliance under totalitarian rule. It argues that while the clergy were torn between defiance and conformity due to the Nazi regime's manipulation of faith, disabled Germans faced a unique set of challenges, often marginalized and victimized in the shadow of eugenics-driven policies. The analysis uncovers how these two groups navigated the oppressive landscape, with the clergy fluctuating between active opposition and passive acquiescence, and the disabled confronting systematic discrimination and violence. This study not only highlights the diverse strategies of survival and resistance employed by these groups but also sheds light on the broader implications of Nazi policies on different segments of society.”

Abstract example:

Genocidal Horrors: A Comparative Analysis of the Japanese Empire and the Third Reich

“This paper presents a comparative historical analysis of the Nanjing Massacre and the Holocaust, two emblematic events of genocidal horror during World War II. It explores the reasons behind the contrasting global recognition of these atrocities, particularly focusing on the subdued acknowledgment of the Nanjing Massacre compared to the extensively documented Holocaust. The study investigates the commonalities in the ideological foundations of the Japanese Empire and the Third Reich, specifically their shared pursuit of racial supremacy and the impact of this ideology on their respective genocidal campaigns.

Key questions addressed include the criteria for classifying genocides, the motivations of the perpetrators, and the role of memory and denial in shaping historical narratives. The paper employs an interdisciplinary methodology, utilizing primary accounts and extensive secondary sources to analyze the events. It also considers the legal and moral implications of recognizing the Nanjing Massacre as genocide, drawing parallels with the Holocaust's aftermath.

The findings suggest that both the Japanese and Nazi regimes were driven by similar racial ideologies, leading to systemic atrocities. However, the study reveals a stark disparity in how these events have been remembered and acknowledged globally, influenced by national narratives and political contexts. This comparative study not only sheds light on overlooked aspects of World War II history but also contributes to the broader discourse on the recognition and commemoration of genocidal acts.”

Writing a Cover Page

Title: Center the title of your paper in the upper half of the page. It should be about one-third of the way down the page and written in all caps.

Name and Other Information: Below the title, include your name, the name of your instructor, the course title, and the date. Each of these elements should be on a separate line, double-spaced.

Formatting: The text should be double-spaced and, in a standard, readable font like Times New Roman, with a font size of 12 pt.

Page Margins: Ensure that the margins on all sides of the page are set to 1 inch.

Page Number: Do not put a page number on the cover page.

- **Removing the Page Number** –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.*

Alignment: All text should be center aligned vertically and horizontally on the page.

Description

In the Chicago Manual of Style 17th edition, the title on the cover page of a paper is not typically written in all caps. Instead, it should be presented in headline capitalization. This means that the main words in the title should start with a capital letter. The title is centered about one-third down the page. If there is a subtitle, it should follow the main title, separated by a colon, and appear on the next line in the same format.

For the rest of the cover page, about two-thirds of the way down, you should include any information requested by your instructor, such as your name, the course name and code, and the date of submission. Each piece of information should be on a new line, centered, and double-spaced. The cover page should not have a page number but should be included in the overall page count. The text on the cover page should be in the same font as the rest of the paper, typically a simple, readable font like 12 pt. Times New Roman, with 1-inch margins on all sides.

Remember, these guidelines are general recommendations and can vary based on specific institutional or publication requirements. Always check for any specific guidelines provided by your instructor or publisher.

Example:

https://docs.google.com/document/d/1_IUF2BzyD95BZF2BM6Es3WOSOtqIqDvG/edit?usp=sharing&oid=107732902322629270773&rtpof=true&sd=true

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.

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
- 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 1981.³

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 17th 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 17th 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.

- 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!**¹²³⁴⁵⁶

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 4990 K01 / SENIOR SEMINAR IN HISTORY / Spring 2024

Monday 4:30pm – 7:15pm OGAT 418

Week 1: Introduction and Syllabus Explanation (1/22)

Week 1 of the Senior Seminar begins with an introduction and syllabus overview. Students will use Jamboard for an interactive introduction, creating slides to share personal details, aspirations, and hobbies, including their names. A video tutorial is available for Jamboard beginners. The class will emphasize the importance of attendance and participation and review the syllabus and course expectations. Students must also confirm their individual meeting and presentation schedules. This session initiates a collaborative and organized semester, preparing students for full engagement with the course.

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/1RfrYCRZzu8mFZ-kfrWh6qCO449J8DFBxKRFZiXVQ5M/edit?usp=sharing>
- Confirm your individual meetings and class presentations. - <https://docs.google.com/document/d/1aE5QmffGlfLsvbfaXv69ReclWFWKkTiBlifOcdNzrYc/edit?usp=sharing>

Week 2: Getting Started (1/29)

In Week 2, students will start by selecting and discussing their chosen research areas, focusing on specific places and periods of interest. They will narrow these down to particular topics, aiming to understand them through various historical methodologies and approaches, often framed as questions. The session will also cover different types of history and provide examples of the three final assignment types: Unit Plans, research papers, and historiographies, highlighting the differences between them.

Lecture/Activity:

- Discuss the area you have chosen—place and period—and why it interests you.
- Discuss the topic (which is narrower than the area): within your area, what is the specific topic that you will seek to understand through an analysis of what historians have said about it from different methodologies, approaches, etc.
- **Discuss diverse types of history:** Political, Social, Economic, Cultural, Military, Intellectual, Environmental, Diplomatic, Public, Women's, Oral, Religious, Legal, Technological, Medical, Genealogy, Labor, Urban, Rural, Maritime, Postcolonial, Global, etc.
- You may wish to pose this as a question.
- Thoughts on the type of project. Examples are not complete; they are just used to discuss the differences between the 3 potential assignments.
- Each of you will informally talk through (for a few minutes):
- **Each student must have a topic before the end of this session.**

Examples of Unit Plans:

- [“The Gallic Wars”](#)
- [Ninth Grade World Honors History](#)
- [Ninth Grade English](#)
- [Jigsaw Lesson Plan Example](#)

Examples of Research Papers:

- [“Wage Slavery or True Independence? Women Workers in the Lowell, Massachusetts, Textile Mills, 1820-1850” \(research paper\)](#)
- [“Transitional Justice in Guatemala”](#)
- [“The Case for Reparations”](#)

Examples of Historiography:

- [“Genocidal Horrors: A Comparative Analysis of the Japanese Empire and the Third Reich”](#)
- [MOVING “NETWORKS” INTO THE COMPOSITION CLASSROOM \(historiography\)](#)
- [“John Doe Sample Paper” \(End Notes\)](#)

Reading

Read one of the following **BEFORE** the next class. Be prepared to discuss next class.

- [“The Case for Reparations”](#)
- [“Transitional Justice in Guatemala”](#)
- [“Genocidal Horrors: A Comparative Analysis of the Japanese Empire and the Third Reich”](#)

Week 3: Utilizing Databases and Sources (2/5)

In Week 3, the lecture will cover various approaches to using source materials, including assessing their reliability and addressing bias. The role of statistical analysis in historical studies, with examples like Nativism and the economy, will also be discussed. In the Seminar, we'll revisit last week's examples to explore different methodological approaches.

What are the different approaches to using source material?

- Primary Source Analysis, Secondary Source Synthesis, Quantitative Analysis (Numbers), Qualitative Analysis (Interviews), Comparative Analysis, Interdisciplinary Approach (More than one discipline), Theoretical Approach, Oral History, Archival Research (Primary Sources), Textual Analysis, Cultural Study, Biography, and so on.

How do we assess reliability?

- Primary and Secondary Sources, Credibility, Purpose, Context, Corroboration, Bias, Physical Examination, Language, Type of Source (Govt/Diary/Photograph), Changes Over Time.

How do we detect bias?

- Consider the Source, Analyze the Purpose of the material, Examine the Language and Tone, Look for Omissions, Compare with Other Sources, Check for Generalizations.

What do we do when we detect bias?

- Contextualize the Bias, Use Critical Thinking, Corroborate with Other Sources, Balance the Bias, and Acknowledge and Document the Bias.

Pros of statistical analysis?

- Identifying trends and Patterns, Objective Analysis, Testing Hypotheses, Comparative Analysis, and Predictive Modeling. Example: Nativism and the economy.

Cons of Statistical analysis?

- Limitations in scope, Oversimplification, Availability of Quality Data, Interpretation bias, Limitations on Content Mastery, Anachronism (Contemporary understandings/values used in the past), and Ethics.

Seminar: Discuss the reading assigned last week. Identify approaches, bias, and other terms defined in today's seminar.

Week 4: Individual Student Meetings (2/12)

We will meet in class on time. I will then hold meetings 1 at a time in the History office: OGAT 417. You are free to leave after your meeting is finished.

Sign up here:

<https://docs.google.com/document/d/1aE5QmffGlfLsvbfaXv69ReclWFWKkTiB1iFOcDNzrYc/e/dit?usp=sharing>

Week 5: Research and Writing Tutorial (2/19)

Week 5's session includes discussing plagiarism, citation, and AI. We will explore the Kean library databases such as JSTOR and Project Muse. Students will fill out The Tower's Learning Style Quiz, to identify their preferred learning styles. People are a mix of auditory, visual, or kinesthetic/tactile learners. Students will cover strategies on how to read and take notes on academic sources.

Afterwards, there are resources that illustrate "Walsh's method" for research and writing. This method encompasses various techniques such as (reading/highlighting) a quote dump, summary writing, creating info charts and timelines, and developing questions and answering them. It also includes creating an outline, identifying themes, presentations, videos, and the final paper.

Activity:

- Discuss plagiarism, citation, and Ai.
- Chicago citations: http://www.chicagomanualofstyle.org/tools_citationguide.html
- Kean library databases: JSTOR, Project Muse, ... <https://libguides.kean.edu/az.php>
- The Tower: Learning style quiz (Auditory, Visual, and Kinesthetic/Tactical) – <http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml>
- Reexamine the syllabus - Writing a Thesis.

How to Read and Take Notes on Academic Sources:

- How to Read an Academic Book: https://www.youtube.com/watch?v=5_J4ulgPSGQ&t=22s

- How I Take Great Notes (Jared Henderson) – <https://www.youtube.com/watch?v=b5XgNrkcxc>
- How to Write a STRONG Thesis Statement– <https://www.youtube.com/watch?v=DFp1uGTXo4Q>

Walsh's method:

- **Quote dump** - <https://docs.google.com/document/d/1lzs3YUaSL8HfWVQoshoBJsW7UlpVUMSDVVHUGU7fPjk/edit?usp=sharing>
- **Summary 1** – <https://docs.google.com/document/d/1t0Ar6XW5eFetBBpFIXOImCs0Ak2NhYYpm8uSdUJASk4/edit?usp=sharing>
- **Summary 2** – https://docs.google.com/document/d/1H99WXcJhmdIM_YMdisqyFiA3IPJTd6CK13hEeGzEOUI/edit?usp=sharing
- **TJ Guatemala: Info Chart, Timeline, Questions to self, in MY words** – <https://docs.google.com/document/d/1J-Q3RQLeF3NRggv0RCtdVr1V6JVkkSjV/edit?usp=sharing&oid=107732902322629270773&rtpof=true&sd=true>
- **Outline (Building Your Case)** – <https://docs.google.com/document/d/10JJ6qfsKXy6Xc0gYaxgsIKrMMp9J1V-T/edit?usp=sharing&oid=107732902322629270773&rtpof=true&sd=true>
- **Presentation** - https://drive.google.com/file/d/1Ir_YWIIsMSpogU1kc05PdBif9cLM4_W-/view?usp=sharing
- **Video** - <https://drive.google.com/file/d/17XARTmVvF1qwBNEvFd6TkLqBjkBmx8q-/view?usp=sharing>
- **Paper** – <https://drive.google.com/file/d/1Os--ZZFeRiT-p4kUzjS4i40HRiCaQp9V/view?usp=sharing>

Week 6: Research Week – No Meeting (2/26)

Week 7: Annotated Bibliography and Sample Citations (3/4)

For Week 7, titled "Annotated Bibliography and Sample Citations," your lecture and activity will involve a reexamination of the Syllabus sections on Annotated Bibliography and Footnotes. This session will likely focus on guiding students on how to create an effective annotated bibliography and properly use footnotes in their academic writing, following the specific citation styles required for your course.

Additionally, students will have their thesis assignment due. This would be a great opportunity to discuss the importance of a well-crafted thesis statement in academic writing and how it guides the structure and argument of their papers. The session could also include reviewing examples of strong thesis statements and discussing common challenges students face in developing them.

Lecture/Activity:

- Reexamine the Syllabus sections on Annotated Bibliography and Footnotes.
- Open discussion – Answering questions about methodology, note taking, and sources.

Assignment Due: Thesis

Spring Recess (3/11)

Week 8: Writing a Draft (3/18)

Week 8 focuses on the development of writing skills, specifically geared towards drafting Historiographies and research projects. The key feature of this session is an interactive lecture, often referred to as the “Booth Lecture.” Students are required to have read *The Craft of Research*, before class. This book is a fundamental resource for understanding the nuances of conducting and presenting research, and the lecture will build on its principles to guide students in writing effective research drafts.

Alongside the lecture, an important assignment is due this week: the Annotated Bibliography and Sample Citations. This assignment requires students to compile a bibliography of sources relevant to their research topic, accompanied by annotations that summarize, evaluate, and reflect on the importance of each source. Additionally, students must provide sample citations in the correct format, demonstrating their understanding of citation guidelines and academic integrity.

Lecture/Activity:

- **Interactive Booth Lecture.** (Make sure you have read *The Craft of Research*!)

Assignment Due: Annotated Bibliography and Sample Citations

Week 9: Research and Writing Week – No Meeting (3/25)

Week 10: Writing Week – No Meeting (4/1)

Week 11: Proofreading With Microsoft (4/8)

For Week 11, the lecture and activity will focus on the nuances of formatting academic papers and utilizing Microsoft Word's tools for proofreading and editing. Students will revisit the syllabus for specific formatting instructions to ensure they are clear on the requirements. The session will address common issues encountered with Microsoft Word, providing solutions and tips for a smoother writing process. A significant part of the lecture will involve exploring the "Review" features in Word, such as track changes, comments, and other editing tools. This will be a practical, hands-on activity where students will practice using these features, perhaps by working on markups on a sample document.

Additionally, the assignment “Complete Draft” is due. This timing aligns well with the lecture content, as students can immediately apply the proofreading skills they have learned to their drafts. This session is crucial for enhancing students' technical writing skills and their proficiency in using word processing tools to their advantage.

Lecture/Activity:

- The Syllabus for formatting instructions.
- Fielding issues with Microsoft Word.

- Using the “Review” Features in Word.
- Practicing Markups

Week 12: Peer Review (4/15)

In the Peer Review session, students are expected to bring their laptops and to save copies of both their drafts and any received feedback. During the session, they will read their partner's paper and provide feedback using Microsoft Word's "Review" features, followed by sharing and discussing this feedback. Additionally, the Complete Draft of their research paper is due this week. Students will be using that Draft for the Peer Review. – ***Make sure that it is ready for class!***

Lecture/Activity:

- Bring your laptops! - In class Peer Review.
- Make sure to save a copy of what you wrote and what you received.
- Read your partner’s paper. Provide feedback through the “Review” features in Microsoft Word.
- Share feedback.

Assignment Due: Complete Draft

Week 13: Student Presentation Day 1 (4/22)

Week 13 is focused on Student Presentations. Each student will present their work, adhering to earlier provided guidelines on presentation length and PowerPoint use. This session allows for class engagement with various research topics and methodologies, and includes feedback from peers and the instructor, aiding in final paper revisions.

Assignment Due: Presentation

Week 14: Student Presentation Day 2 (4/29)

Week 14 marks the last scheduled class of the semester, where remaining students present their research. It concludes the presentation series and involves submitting the ongoing peer review assignment to the instructor and a review partner. This process, critical for providing constructive feedback, fosters critical engagement and collaboration. Note that this is the final class unless unforeseen events like snow days require an additional session.

Assignment Due: Peer Review (To me and your partner).

Week 15: Final Draft is Due / Course Evaluation

Week 15 is the deadline for the final draft submission of the students' research projects. This week, there should be no class meetings. Students are required to submit their Final Drafts. Additionally, this week includes the course evaluation, where students provide feedback on the course's various aspects. This feedback is essential for assessing and improving the course for future iterations.

Assignment Due: Final Draft is Due