Stories and Histories:
Introduction to Historical Analysis
Research Paper Guide
Winter 2019
0.1. S&H Winter Term Research Paper Syllabus

General Notes:

1) You will be graded on each daily assignment - weighted the same as a quiz grade
2) The more thorough your effort in the beginning of the project will make your final paper easier to write -- and a better paper overall
3) Meet in the library every day through long winter weekend -- including five days during the week of January 21.
4) This guide is meant to be a reference for constant use during this assignment - details for the research paper are therefore not outlined on Canvas.
5) The final draft of your paper will be due at the end of the class period on Friday, February 1. Because of the duration of this assignment and the timing with long winter weekend, late papers will not be accepted after you leave campus on Friday/Saturday February 1-2.

Each assignment here is due at the beginning of class on the day as listed.

Day 1 - Monday, January 21. Come to class having read all this packet and with 4 potential topics you want to do – in order of preference. No two students in the same class can do the same topic. Meet in the library for a general orientation to the project with Ms. Warmack.

Day 2 - Tuesday, January 22. Complete 5 notecards from a library database and have them available for inspection at the beginning of the class period. Be sure to record all bibliographic information in Noodletools before you begin taking notes with that source.

Day 3 - Wednesday, January 23. 1) Complete 5 more notecards (10 total) by the beginning of the class period. 2) Identify at least one print source from the reference section of the library. 3) Identify at least one electronic subscription source from our library website

Day 4 - Thursday, January 24 - 15 note cards (25 total) by the beginning of class

Day 5 - Friday, January 25 - Consultation Day. (Mr. Boesen will not be in class.) 15 note cards (40 total)

Day 6 - Monday, January 28. Introductory paragraph and Outline by the beginning of class. 1) Introductory paragraph including an thesis statement. Your thesis must directly answer the question you have chosen to address. 2) In-depth outline, including note card numbers as evidence for each paragraph.

Day 7 - Wednesday, January 30. Minimum of two full pages, including all footnotes.

Day 8 - Thursday, January 31. Writing Day.

Day 9 - Friday, February 1. Paper due at the end of class, 8:45 AM.
0.2. Winter Term Research Paper Requirements

During the next weeks you will complete a research project on a topic related to the one of the topics that we have studied this year. The research for this paper will include both primary and secondary sources. Keep in mind that this is an analytical paper—your task is to gather information about your chosen topic and then use that information to answer a question. You must interpret and explain what you’ve learned. Simply summarizing your research is not sufficient.

The paper is due at the end of the regularly scheduled class hour on Friday, February 1. No extensions will be granted on this paper except in cases regarding medical or family emergencies.

Content requirements:

- Use at least five sources, of which at least one has to be a primary source (anything written in Ancient Greece/Rome).
- Two sources must be print reference sources (the course packet is not allowed);
- Two sources must be electronic databases (Note: Wikipedia is never an acceptable source).
- A source must be cited in a footnote for it to count as one of your five sources.
- You must use actual, physical note cards (3x5 or 4x6)—The instructor will be evaluating your research on a daily basis.
- Contain a developed thesis that is sustained throughout the paper
- The final paper must be analytical in nature—it should contain a thesis that answers the assigned question with specific support from primary sources.

Mechanics requirements:

- Approximately four pages, 12 pt. font, Times New Roman, double spaced with 1” margins.
- Page numbers at the bottom of each page, excluding the title page.
- Each body paragraph should contain one footnote (Chicago Manual of Style).
- There should be at least ten footnotes for the entire paper.
- An additional final page should contain a bibliography (Chicago Manual of Style).
- Each paragraph should contain a topic sentence.
- Properly use block quotes.

Weighting:

- Two grades will be given for the final project, one for content (equal to one test grade) and one for form and mechanics (equal to four quiz grades).
- Each day a student will receive a progress grade that will be placed under the Quiz/Homework section of the term grade.
High marks will be given to those papers which:

▪ Use more than the required minimum sources.
▪ Discuss the bias or perspective of at least one cited primary source.
▪ Contain more than one footnote per paragraph, with the exception of the introductory and concluding paragraphs.
▪ Employ an appropriately placed block quote, properly formatted.
▪ Includes in-depth analysis, going far beyond a regurgitation of the facts.

Directions for quoting primary sources in the text:

▪ As a rule, until you begin writing more sophisticated papers that analyze the perspectives of secondary sources, you should **never directly quote secondary sources**.
▪ When you do quote primary sources, **never leave it hanging** - make sure that you introduce the author of the source in that sentence.
▪ Always be sure that the **actual language of the quote** lends significant support and is intentionally tied to an analytical point you make either directly before or after in the text of your paper. It’s best to do this in shorter phrases within the text although sometimes, longer sentences, or sentences juxtaposed next to each other work well in block quotes.
▪ For direct quotes longer than two lines (or 25 words) use a block quote instead of quotation marks.
▪ **Do not use quotation marks** with the block quotes. The fact that you have set it up in block format denotes a quote in and of itself.
▪ **Indent a ½ inch on each side, single space text, citation at the end, 10 point font**

0.3. How to Avoid Plagiarism

No one expects high school students to be writing original work. At this level, teachers are asking you to learn from other scholars, think about their ideas, mix them up and “digest” them, and present them in your own words, or using others’ direct words, with proper credit, when appropriate. Doing otherwise is considered plagiarism, which is an honor offense. This is how one university defines it:

Plagiarism is presenting someone else’s work as if it were your own, whether you mean to or not. ‘Someone else’s work’ means anything that is not your own idea, even if it is presented in your own style. It includes material from books, journals or any other printed source, the work of other students or staff, information from the Internet, software programs and other electronic material,
designs and ideas. It also includes the organization or structuring of any such material. ...

Therefore, even if you paraphrase material in your own words, you still must cite the ideas in your paper. To avoid plagiarizing through organization or structure, it’s best not to depend too heavily on just one or two sources. Mix them up. When you take notes, it’s best to read a passage, close the book or website and then rephrase it in your own words, so from the very start you are not tempted to use too many of the author’s words.

Before writing down notes for any source, always make sure you have recorded the complete bibliographic information for that source somewhere, at least once, so you know where the information came from.

You should try to limit your use of verbatim quotes to particularly relevant phrases or short passages from important scholars or primary sources which support to your points. One scholar (Diana Hacker, see below) suggests that one could use direct quotes under the following circumstances:

➢ When language is especially vivid or expressive
➢ When exact wording is needed for technical accuracy
➢ When words of authors or debaters cited are key to your own analysis of them
➢ When the words of an important authority lend weight to an argument
➢ When language of a source is the topic of your analysis

The following is a helpful exercise which can show you exactly what is and is not appropriate paraphrasing taken from Diana Hacker’s *A Writer’s Reference*, fifth Edition.

**Original Source**

The automotive industry has not shown good judgment in designing automotive features that distract drivers. A classic example is the use of a touch-sensitive screen to replace all the controls for radios, tape/CD [MP3] players, and heating/cooling. Although an interesting technology, such devices require that the driver take his eyes off the road.

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3 Tom Maglioxxi and Ray Magliozzi, Letter to a Massachusetts senator, p. 3.
Plagiarism: Unacceptable Borrowing and summarizing

Compare the following attempt which fails to put enough of the words, order and phrases in the writer’s own words. This would be considered plagiarism, even if he were to include a footnote with it and give credit to his sources in the actual text.

Radio show hosts Tom and Ray Magliozzi argue that the automotive industry has not demonstrated good judgment in devising car features that distract drivers. One feature is the touch-sensitive screen that replaces controls for radios, tape/CD [MP3] players, and heating/cooling. Although the technology is interesting, such devices require that a driver look away from the road.4

Acceptable Paraphrasing with citation

The following is an acceptable way to integrate the ideas of the initial report into your own work. It captures the idea of the original, but doesn’t depend too heavily on its words or order. Again, the easiest way to achieve this is to read the source, record the bibliographic data, and then close it, and write your notes from memory, opening to check the accuracy of the information occasionally as necessary or after you have finished.

Radio show hosts Tom and Ray Magliozzi claim that motor vehicle manufacturers do not always design features with safety in mind. For example, when designers replace radio, CD players and temperature control knobs and panels, they were forgetting one thing: To use the panels, drivers would need to take their eyes off the road.5

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4 Tom Magliozzi and Ray Magliozzi, Letter to a Massachusetts senator, p. 3.
## Winter Term Research Paper – Note Cards

### Use of Note Cards

- The purpose of a note card is to help keep track of information as you do research.
- Physical note cards are valuable because you can organize them any way you want once you have completed your research.
- It’s important to have all the necessary information on each note card so you don’t have to repeat the work of finding the books and page numbers if you decide to use the information.
- A bibliographic note card should be made for each source you use containing all the necessary information for a proper citation.
- A good rule to follow: 1 source + 1 topic + 1 book + 1 side

The following is an example of note card information:

<table>
<thead>
<tr>
<th>General Topic Heading</th>
<th>Note card #</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Paraphrase or brief summary of the piece of information you think might be significant in your paper. You may end up using it, or you may not. Unless it is a primary source, try **NOT** to quote directly from the text. The more you put the information in your own words from the start, the more likely it will be that they remain your own words, and not plagiarized from the source.

<table>
<thead>
<tr>
<th>Page #</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title of Book or Source</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
The following is a specific example of a good note card:

<table>
<thead>
<tr>
<th>Basic features of Gothic church</th>
<th>24</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Flying buttresses were used to support walls of cathedrals</td>
<td></td>
</tr>
<tr>
<td>● Enabled cathedrals to be built much taller and have bigger windows</td>
<td></td>
</tr>
</tbody>
</table>

Personal Thought

● Who came up with the idea?

p. 19

“Medieval Architecture”

Hint

● A shorthand for the title work as long as you remain consistent and have a bibliography card that has all the information AND the shorthand.

● If you have a number of points from one or two consecutive pages in a book, you can include them on one note card if they are all under basically the same heading - but do not cram information on one card.
0.5. Guidelines For Outlining

➢ Write your analytical thesis at the top of the first page of your outline.
➢ Make items at the same level of generality as parallel as possible
➢ Use sentences or phrases, but keep it consistently one or the other
➢ Use the conventional system of numbers and letters for the increasing levels of specificity.
   Microsoft Word program will provide these automatically as either numbers or letters under the “Format,” “Bullets and Numbering” tabs i.e.

I. Roman numerals for the most general divisions - topic sentences
   A. Upper Case Letters - for the more specific divisions
   B.
      1. Arabic numerals - for points which support categories
      2.
         a. Lower case letters - for specific supporting facts
         b.
   C.

II.
   A.
      1.
      2.
   B.

III.
   A.
   B.
   C.
      1.
      2.
      3.
         a.
         b.

IV.

➢ Always use at least two subdivisions for each category, since nothing can be divided into fewer than two parts.
➢ Limit the number of major sections (paragraphs) in the outline; if the list of Roman numerals is too long, group items into more general categories with more specific subcategories.
➢ Be willing and prepared to revise your outline as you go along.
Each of the lower case letters or Arabic numerals should correspond with at least one of your notecards. So, theoretically, you should be able to sit down at your computer and write your whole paper just by looking at your re-organized notecards.

Example:

Thesis: The Franks developed from a loose group of Germanic tribesmen to a powerful European dynasty because of centralizing and unifying its political control.

The Merovingian Dynasty
A. Clovis (481-511 a.d.) – a barbarian at heart; converted under pressure (#6)
B. Clotilda and the conversion of the Franks (#9)
C. Christianity as a political, centralizing tool (#’s 20, 31,42)
D. the succession problems in the kingdom of the Franks
   1. the kingdom as private property vs. modern (#2)
   2. political theory (#7)
   3. the power and role of the king -- the long haired kings (# 8)
   4. the origin of the officials of state
E. The Mayors of the palace – became like Roman bureaucrats (#11)
   1. Charles Martel (the Hammer) (#18)
   2. the defeat of the Muslims at Tours (732-733 a.d.) (#19)
F. Pepin the Short and the deposition of the king of the Germans (#20)
   1. his appeal to the pope and coronation in 751 a.d.
      a. the donation of Pepin (the papal states in 756 a.d.) (#23)
      b. the significance of his coronation by the papal legate (#24)
   2. centralized power in monarchy
G. "Rule by the power of God" (and through the church) (#27)

II. The Carolingian dynasty
A. Charlemagne (Carolus Magnus) 768-814 a.d.
   1. Life of Charlemagne by Einhard (#30)
   2. appeal from the pope and the defeat of the Lombards (43)
   3. conquest and conversion of the Saxons (# 45)
   4. wars against the Spanish Muslims: The Song of Roland (#18)
   5. coronation as Roman Emperor in 800 a.d. by the pope and its significance in political history (#31)
B. the political structure of Charlemagne's empire (#30-38)
   1. the missi dominici
   2. feudalism:
      a. lord/vassal
      b. homage
      c. investiture
      d. fief feudal obligations
      e. the church and feudalism
C. the Carolingian Renaissance (#62)
   1. Alcuin (#66)
   2. Carolingian minuscule and the preservation of ancient manuscripts

III. Charlemagne’s Sons
   A. They messed it all up; showed how quickly power falls without political structure
      1. Lothar (#50)
      2. Charles the Bald (#51)
      3. Louis the German (#52)
   B. Treaty of Verdun 843 A.D. (#53)
      1. Charles the Bald and the loss of the west
      2. deposition of his successor – “Charles the Fat”
      3. the last Carolingian in the Germanies -- 911 A.D.
0.6. Citations
Citations will be done in Chicago Manual of Style format. For more information consult the school library’s webpage on citations: http://www.woodberry.org/podium/default.aspx?t=51629.

Footnotes

Examples—first citation

1 Author’s first and last name, Title of book (Place of publication: Publishing company, Year of publication), Page number.

2 Writer’s first and last name, “Title of Article,” Name of Journal Vol.# (Year published): Page number of referenced material.

Examples—subsequent citations

1 Last name, Abbreviated Title, Page number.

2 Last name, “Title of Article”, Page number.

Remember:

1. To insert a footnote in Microsoft Word select: select “References” tab, then “Insert Footnote”. Make sure that the “Number format” is set to Arabic numerals (1, 2, 3, etc.).
2. If you refer to the same work three or more times consecutively in the same footer, simply put: Ibid., Page number.
0.6.1. Bibliography

For a regular book:

Author’s last name, Author’s first name. Title of book. Place of publication: Publishing company, Year of publication.

For a journal article:

Author’s last name, Author’s first name. “Title of Article.” Title of Journal Vol.# (Year of publication): Page numbers of whole article.

Remember:

1. All lines after the first line should be indented ½ inch (five spaces). In Microsoft Word, highlight the desired text, right click and select “Paragraph…” In the new window, under the “Indentation” category, select “Special” and “Hanging”.
2. There should be one line between each entry. In Microsoft Word, highlight the desired text, right click, and select “Paragraph…” In the new window, under the “Spacing” category, select “After:” and “12 pt”.
3. Sources should be listed in alphabetical order by author. In Microsoft Word, under “Home” and the “Paragraph” category, click on the “A Z” button. Then click on “text” and “ascending”.
4. DO NOT number or ‘bullet point’ your citations.
In academic writing, scholars use footnotes to credit other scholars whose ideas they draw from in constructing their own arguments and analysis. Since you are just high school students, you are not expected to come up with totally original ideas. However, you are expected to properly acknowledge all your sources. You do this within the body of your text, through footnotes which you place at the end of the sentence or series of sentences related to the information you are borrowing from the other author.

1. Footnotes can easily be inserted using Microsoft Word.
2. After the period which end the sentence you wish to cite, go to the toolbar References → Insert Footnote
3. The program will automatically number the footnote in the text and then kick down to the end of the page.
4. Each footnote should be listed in the order of use within your paper.
5. Unlike the bibliography, you must include page numbers for each footnote.
6. To follow the correct form required for this paper, you will need to tab the number before you begin typing your footnote information.
7. Type the information in the correct form provided, making sure to italicize titles of the books and include the correct periods, parentheses and commas.
8. If your information carries on to a second line, the first line of each footnote should be indented. The Word program will not do this for you automatically. You must mouse-click to the left of the number in the footnote and then hit Ctrl. Tab to indent your first line of each entry.
9. Each entry will automatically be single-spaced.
10. Although it sounds picky, you must follow this form exactly (including periods for the end of each entry.)
11. A full guide for footnotes for all kinds of sources may be found on our library website at http://www.woodberry.org/podium/default.aspx?t=51629

Example:

¹ Author’s first and last name, comma Title of book in italics (Place of publication: colon, Publishing company, comma Date of publication), comma AND end parenthesis Page number. Period


0.6.3. BIBLIOGRAPHY GUIDELINES – Separate page at the end of paper

The Bibliography page is a separate page at the end of every academic paper which lists all the sources that you consulted during your research. Even if you didn’t actually cite them in the body of your final text, you should include them if you took notes on them. They have still shaped your understanding of the topic. The entries are listed by the last name of the authors because that is the most relevant information to other scholars as they look at the reliability and legitimacy of your paper.

1. Bibliography entries should be written in alphabetical order of author’s last names.
2. If the information continues onto a second line, the second line should be indented five spaces (tab), creating a “hanging indent” on the first line. (This is the opposite of the footnote form.) hit Ctrl. Tab at the beginning of the second line
3. If the information continues onto a second line, the entry should be single-spaced.
4. DO NOT number each entry.
5. DO NOT include page numbers in the bibliography.
6. Between each entry you should have double spaces.
7. Make sure that you pay close attention to including all the correct commas, colons and periods.
8. Italicize titles of book. Everything else should be in regular font.
9. Be sure to include all the books and sources you used in your paper.
10. The bibliography should be a separate page, the last, of your paper.
11. A full guide for footnotes for all kinds of sources may be found on our library website at http://www.woodberry.org/podium/default.aspx?t=51629

0.6.4. SAMPLE BIBLIOGRAPHY - Template

For Books

Author’s last name, comma Author’s first name. period Title of book. italics, period. Place of publication: colon Publishing company, comma Date of publication. period.

For Journal Article

Author’s last name, comma Author’s first name. period “Title of article.” in quotation marks Title of magazine or journal, in italics Day Month and Year of issue, comma Page number. Period.
For website

Name of person or group who created the page. period Title of the page. Period. Year that page was created/updated. period [Online]. Period. Available: Web page URL; accessed Day Month and Year. Period.

Bibliography


0.7. Research Topics (Boesen) – Winter 2018

Greece

● How and why were Homer’s epics, The Iliad and The Odyssey, so vitally important in Ancient Greek culture -- centuries after they were composed?

● Why did the Greeks win the Persian Wars?

● What happened at the Battle of Salamis? How did it affect the outcome of Persian Wars?

● Why is the Parthenon considered the masterpiece of Ancient Greek architecture? How does it celebrate the Golden Age of Periclean Athens - and the values of Greek Civilization in general?
● Why is Aeschylus’ famous trilogy, *The Oresteia*, considered the masterpiece of Ancient Greek drama? How does it celebrate the Golden Age of Periclean Athens - and the values of Greek Civilization in general?

● Why did Athens and Sparta go to war with one another in the mid-fifth century BC - just a few decades after they had allied with one another to defeat the invading Persians?

● Why did Sparta win the Peloponnesian War?

● What was the Sicilian Campaign? How did it affect the outcome of the Peloponnesian War?

**Rome**

● In establishing the Lex Hortensia in 284 BC, Plebeians had theoretically gained victory in the “Struggle of the Orders.” To what degree was it a victory for the plebians? for the patricians?

● What effect did the *Cursus Honorum* have on Roman politics and society? Ultimately, did it serve as a stabilizing or destabilizing force in the history of the Republic?

● Analyze the careers of the Gracchus brothers. Why were they such critical figures in their time? In what ways did they influence the history of the late Roman Republic?

● Analyze the career of Marius. Why was he such a critical figure in his time? In what ways did he influence the history of the late Roman Republic?

● Analyze the career of Sulla. Why was he such a critical figure in his time? In what ways did he influence the history of the late Roman Republic?

● Analyze the career of Pompey. Why was he such critical figure in his time? In what ways did he influence the history of the late Roman Republic?

● How and why did Augustus use architecture and literature to support his regime? In particular, be sure to consider the *Ara Pacis* and Virgil’s *Aeneid*.

● Why did the question of succession pose such a challenge to Augustus? Why and how was he able to pull this off - and successfully pass on his regime to Tiberius upon his death?