



# MIDWESTERN

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## STATE UNIVERSITY

### The Writing of History

**Course Number:** HIST 3903

**Course Dates:** Fall 2021

**Credit Hours:** 3

**Professor:** Dr. Tiffany A. Ziegler

**E-Mail:** [tiffany.ziegler@msutexas.edu](mailto:tiffany.ziegler@msutexas.edu)

#### **Office Hours/Hours of Availability**

Monday & Wednesday 1:00 – 1:50 pm; Tuesday & Thursday 12:30 – 3:00 pm; by appt.

#### **Course Description**

What is history? And how does one write it? This course introduces students to the methods historians use to write history. Throughout the semester we break down the steps of researching and writing a history paper. We will discuss how to choose a paper topic, how to develop thesis statements, how to assess primary and secondary sources, and how to outline papers. At the end of the semester students will submit a polished ten-to-twelve-page paper on a topic of their own choice based on original research.

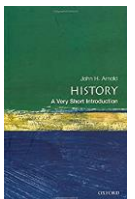
In order to better facilitate discussion and research the class will focus on one theme. This semester's theme is "Falsehood and Fallacy." This is a broad theme that can concentrate on individuals, groups of people, events, items, and more. All students will need to compose a research project on this theme, but the project itself can take almost any direction in any period of history.

#### **Textbook & Instructional Materials**

Arnold, John H. *History: A Very Short Introduction*. Oxford: Oxford University Press, 2000.

ISBN 978-0-19-285352-3.

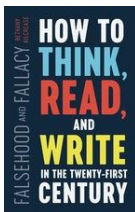
[Publisher's Website.](#)



Kilcrease, Bethany. *Falsehood and Fallacy: How to Think, Read, and Write in the Twenty-First Century*. Toronto: University of Toronto Press, 2021.

ISBN 978-1-487-58861-8.

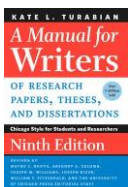
[Publisher's Website.](#)



Turabian, K. L. *A Manual for Writers of Research Papers, Theses, and Dissertations*. Ninth Edition. Chicago: University of Chicago Press, 2018.

ISBN: 978-0-226-43057-7.

[Quick Guide Website.](#)



Other readings including primary sources, chapters, articles, and more posted on D2L.

**Study Hours and Tutoring Assistance**

MSU offers tutoring assistance, both on campus and through distance education. Refer to [Tutoring Options](#) for more help.

**College Policies and Procedures**

Refer to [College Policies and Procedures Manual](#).

**Academic Misconduct Policy & Procedures**

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the [Office of Student Conduct](#).

**Support Services**

In coordination with the Disability Support Service, reasonable accommodations will be provided for qualified students with disabilities (LD, Orthopedic, Hearing, Visual, Speech, Psychological, ADD/ADHD, Health Related & Other). Please meet with the instructor during the first week of class to make arrangements.

**Nondiscrimination Statement**

Midwestern State University does not discriminate on the basis of sex, religion, creed, national origin, race, age, disability, or any other basis prohibited by law. If you believe you have been discriminated against unlawfully, please bring this matter to the attention of your professor or to the Human Resource Office.

**Grading**

Please refer to the following for the percentage each assignment is worth:

<b><u>Course Grade</u></b>	<b><u>Letter Grade Scale</u></b>
Attendance and Participation (10%)	90-100 = A
Proposal and Annotated Bibliography (10%)	80-89 = B
Book Review (10%)	70-79 = C
Visual Literacy (10%)	60-69 = D
Primary Source Analysis (10%)	0-59 = F
Five Page Excerpt and Outline (10%)	
Peer Review x2 (10%)	
In-Class Presentation (10%)	
Final Draft (20%)	

**Attendance and Participation**

This is a discussion-based course; to succeed you need to be present and you need to participate. Come prepared to talk about the readings, engage in class discussion, and participate in in-class activities. You may also be asked to complete in-class (or out of class) informal writings as part of your participation. I will notify you in class of these and when they are due.

Attendance is mandatory for this course. If you miss two or more times you will receive a zero for attendance and participation. If you must miss and know about the absence ahead

of time, please inform me. If you know you will be absent on a day an assignment is due, you must turn it in ahead of time. I do not accept late work.

### **COVID-19 Policies**

We are currently dealing with COVID-19, which complicates life on a college campus. Class may be interrupted due to outbreaks and quarantines, and it is possible that the instructor or a student may contract the virus. If the instructor contracts the virus, you will be notified, and due dates and office hours will be modified. If you contract the virus, please notify the instructor for accommodations. Please self-report on the MSU website. **If you visit the instructor during office hours, you must wear a mask.**

### **Research Paper**

You will write a research paper on a topic of your choice as related to the semester's theme. I am happy to help brainstorm topics with you, or you're welcome to discuss potential topics with other professors in the department.

To write this paper, you will turn in the following assignments:

*Proposal:* A one-page proposal outlining your topic, the question(s) you want to answer, and the primary and secondary sources you intend to use (formal assignment located below).

*Annotated Bibliography:* Locate five secondary sources (book or articles), five primary sources, and a mixture of five more primary and secondary sources. Then assess their value to your research project. Write about the work's argument, what sources they use, what it leaves out, and how it relates to your project (formal assignment located below).

*Book Review:* Three- to four-page review of a book relating to your topic that assesses the book's argument and evidence. The review should include approximately half summary of the work and half critique. Reviews should be typed in a reasonable 12-point font, double-spaced, with one-inch margins all around. The book should be published since 2010.

*Visual Literacy Project:* Two- to three-page analysis of a work of art in the WFMA collection. Reviews should be typed in a reasonable 12-point font, double-spaced, with one-inch margins all around.

*Primary Source Analysis:* Two-page in-depth analysis of a primary source relating to your research topic. The analysis should be typed in a reasonable 12-point font, double-spaced, with one-inch margins all around

*Outline & Five Page Excerpt:* A rough draft of at least five pages of your paper and an outline of what comes before and/or after the excerpt. You will share this draft and outline with a peer reviewer who I will designate and who will compose a 300-500 word memo of comment/suggestions.

*Peer Reviews:* A review of a peer's outline, excerpt, and draft.

*First Draft:* A rough draft that you will share with a peer reviewer who will do a formal peer review of the paper.

*In-class presentation:* A formal conference-like presentation on your project, followed by a question and answer session with your classmates

*Final Drafts:* A polished ten- to twelve-page paper based on original research. It should include footnotes as well as a bibliography.

### **Paper Help**

I am more than happy to help you with your papers, but do not simply send me a copy of your paper and expect me to 'fix' it. Please include specific questions regarding the content and the questions.

In addition, the campus writing center, serviced by Tutoring & Academics Support Programs (TASP), provides free help to any enrolled student. Writing tutors will not edit your papers for you, but they will provide support and feedback at every stage of the writing process, from brainstorming to drafting, revising to proofreading. They will also help you with content. In fact, one of our history graduate students is a tutor for TASP and will be more than happy to help you!

The Guidelines for Visiting TASP's Learning Center (TLC) can be found [here](#). TASP is located on the first floor of Moffett Library across from the Information desk behind Starbucks.

### **Extra Credit**

No extra credit assignments will be provided.

### **Midterm Progress Report**

In order to help students keep track of their progress toward course objectives, the instructor for this class will provide a Midterm Progress Report through each student's WebWorld account. All students will receive this midterm progress report. Midterm grades will not be reported on the students' transcript, nor will they be calculated in the cumulative GPA. They simply give students an idea of where they stand at the midpoint of the semester. Students earning below a C at the midway point should schedule a meeting with the instructor.

### **Computer Requirements**

This class uses D2L. It is your responsibility to have (or have access to) a working computer in this class. Computers are available on campus in various areas of the buildings as well as the Academic Success Center. **Your computer not working or the internet being down is not an excuse for missing a deadline!** If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

The following includes the minimum software and hardware recommendations:

- PC Desktops and laptops Minimum Specification
- Intel Core (i3, i5, i7) processors; 4th generation or newer

- 4 GB of RAM, 8 GB of RAM is highly recommended
- 256 GB SSD Storage
- Dual Band spectrum (2.4 GHz and 5 GHz) with 802.11ac or 802.11n
- Use Windows' Operating System and PC Info to find your hardware information

Mac desktops and laptops Minimum Specifications

- Intel Core (i3, i5, i7) processors; 4th generation or newer
- 4 GB of RAM, 8 GB of RAM is highly recommended
- 256 GB SSD Storage
- Dual Band spectrum (2.4 GHz and 5 GHz) with 802.11ac or 802.11n
- Use Apple's About this Mac feature to find your hardware information

**Chromebooks are not recommended, as they will not work with D2L.**

**Drop Date**

Last Day to drop with a grade of “W” is 25 October 2021. It is the student’s responsibility to visit with their academic advisor prior to withdrawing from a class. Students must come to the Dean of Students office located in the Clark Student Center, room 104, to fill out a withdrawal slip.

**Change of Schedule**

A student dropping a course (but not withdrawing from the University) within the first twelve class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the ***Schedule of Classes*** each semester.

**Refund and Repayment Policy**

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. If, however, the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs.

**Grade Appeal Process**

Students who wish to [appeal a grade](#) should consult the Midwestern State University [Undergraduate Catalog](#).

**Notice**

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the professor.

**Course Schedule:**

<b>COURSE SCHEDULE</b>	
<b><i>Dates</i></b>	<b><i>Activities, Assignments, Due Dates</i></b>
Week 1 23 August	<b>What is history?</b>  <b>Readings:</b> No readings

	<p><b>Assignments:</b> Start thinking about a paper topic</p>
<p>Week 2 30 August</p>	<p><b>How does one write history?</b></p> <p><b>Readings:</b> Arnold, <i>History</i>, Ch. 1 on “Questions about murder and history” Turabian, <i>A Manual for Writers</i>, 5-24 Kilcrease, vii-8, including “Introduction”</p> <p><b>Assignments:</b> Bring to class a history book you’ve enjoyed from another class, or one that you’ve checked out from the library; continue thinking about paper topic</p>
<p>Week 3 7 September</p>	<p><b>Library resources</b></p> <p><b>Readings:</b> Turabian, <i>A Manual for Writers</i>, 25-37 Kilcrease, 9-26, including “You’re in College, But You Don’t Know Everything”</p> <p><b>Activities:</b> Dr. Giles Classroom Lecture on Visual Literacy 8 September</p> <p><b>Assignments:</b> Continue thinking about paper topic</p>
<p>Week 4 13 September</p>	<p><b>Evaluating Sources</b></p> <p><b>Readings:</b> Arnold, <i>History</i>, Ch. 2 on “From the tails of dolphins to the tower of politics” Turabian, <i>A Manual for Writers</i>, 38-50 Kilcrease, Ch. 3 on “Evaluating Statements and Identifying Sources;” Ch. 4 on “Evaluating Sources with the CRAAP Test;” Kilcrease, Ch. 5 on “Reading Your Sources”</p> <p><b>Activities:</b> 13 or 15 September WFMA Visit</p> <p><b>Assignments:</b> Proposal and Annotated Bibliography; schedule meeting with Dr. Ziegler to review proposal</p>
<p>Week 5 20 September</p>	<p><b>Research and Archives</b></p> <p><b>Readings:</b> Arnold, <i>History</i>, Ch. 3 on “‘How it really was’: truth, archives, and the love of old things” Turabian, <i>A Manual for Writers</i>, 51-65 Kilcrease, Part II: Fallacies, 97-150</p>

	<p>“Please Stop Calling Things Archives”</p> <p><b>Activities:</b> Special Collections Visit</p> <p><b>Assignments:</b> Visual Literacy Project</p>
<p>Week 6 27 September</p>	<p><b>Writing</b></p> <p><b>Readings:</b> Turabian, <i>A Manual for Writers</i>, 66-74 Kilcrease, Part III: Bringing it Together, 151-164</p> <p><b>Assignments:</b> Book Review</p>
<p>Week 7 4 October</p>	<p><b>Primary Sources</b></p> <p><b>Readings:</b> Turabian, <i>A Manual for Writers</i>, 75-85</p> <p><b>Activities:</b> Dr. Giles Visit and Lecture: Rare Books</p> <p><b>Assignments:</b> Primary Source Analysis: Bring to class a primary source related to your project. It can be the one you analyzed or it can be another one (perhaps one you’re unsure what to do with)</p>
<p>Week 8 11 October</p>	<p><b>Historiography</b></p> <p><b>Readings:</b> Arnold, <i>History</i>, Ch. 4 on “Voices and silences” Arnold, <i>History</i>, Ch. 5 on “Journeys of a thousand miles” Turabian, <i>A Manual for Writers</i>, 86-101</p> <p><b>Assignments:</b> Write</p>
<p>Week 9 18 October</p>	<p><b>Paleography and Other Skills; Organization and Topic Sentences</b></p> <p><b>Readings:</b> Turabian, <i>A Manual for Writers</i>, 102-126</p> <p><b>Activities:</b> Women and Seals: A Dr. Z Talk</p> <p><b>Assignments:</b> Outline and Excerpt</p>

<p>Week 10 25 October</p>	<p><b>Weird History (?)</b></p> <p><b>Readings:</b> Arnold, <i>History</i>, Ch. 6 on “The killing of cats; or is the past a foreign country?”</p> <p><b>Assignments:</b> Peer Review of Outline and Excerpt</p>
<p>Week 11 1 November</p>	<p><b>Footnotes</b></p> <p><b>Readings:</b> Arnold, <i>History</i>, Ch. 7 on “The telling of truth” Turabian, <i>A Manual for Writers</i>, 139-148</p> <p><b>Assignments:</b> Bring your footnoted excerpt to class for comments and corrections; Individual Meetings</p>
<p>Week 12 8 November</p>	<p><b>Revising and Editing</b></p> <p><b>Readings:</b> None</p> <p><b>Assignments:</b> First Draft; Individual Meetings</p>
<p>Week 13 15 November</p>	<p><b>Revising and Editing</b></p> <p><b>Readings:</b> None</p> <p><b>Assignments:</b> Peer Review of First Drafts; Individual Meetings</p>
<p>Week 14 22 November</p>	<p><b>Presenting Research</b></p> <p><b>Readings:</b> Turabian, <i>A Manual for Writers</i>, 127-133</p> <p>Thanksgiving Holiday begins at 10:00 pm 23 November</p> <p><b>Assignments:</b> In-Class Presentations</p>
<p>Week 15 29 November</p>	<p><b>Presenting Research</b></p> <p><b>Readings:</b> None</p> <p><b>Assignments:</b> In-Class Presentations</p> <p>3 December: Last Day of Classes</p>



Final Examinations 4-  
10 December

**Assignments:**

Final Draft Due Wednesday 8 December by 7:45 pm

### **Annotated Bibliography Guidelines**

Locate five secondary sources (book or articles), five primary sources, and a mixture of five more primary and secondary sources. Then assess their value to your research project. Write about the work's argument, what sources they use, what it leaves out, and how it relates to your project.

**General guidelines** (from [libguides.enc.edu/annotatedbib/Chicago](http://libguides.enc.edu/annotatedbib/Chicago)): Annotations can be merely **descriptive**, summarizing the authors' qualifications, research methods, and argument. Annotations can **evaluate** the quality of scholarship in a book or article. You might want to consider the logic of authors' arguments and the quality of their evidence. Your findings can be positive, negative, or mixed. Annotations also **explain why the source is relevant** to your paper.

### **Sample Page: Chicago-formatted annotated bibliography**

1

Battle, Ken. "Child Poverty: The Evolution and Impact of Child Benefits." In *A Question of Commitment: Children's Rights in Canada*, edited by Katherine Covell and Howe, R. Brian. Waterloo: Wilfrid Laurier University Press, 2007.

Ken Battle draws on a close study of government documents, as well as his own research as an extensively-published policy analyst, to explain Canadian child benefit programs. He outlines some fundamental assumptions supporting the belief that all society members should contribute to the upbringing of children. His comparison of child poverty rates in a number of countries is a useful wake-up to anyone assuming Canadian society is doing a good job of protecting children. Battle pays particular attention to the National Child Benefit (NCB), arguing that it did not deserve to be criticized by politicians and journalists. He outlines the NCB's development, costs, and benefits, and laments that the Conservative government scaled it back in favour of the inferior Universal Child Care Benefit (UCCB). However, he

relies too heavily on his own work; he is the sole or primary author of almost half the sources in his bibliography. He could make this work stronger by drawing from others' perspectives and analyses. However, Battle does offer a valuable source for this essay, because the chapter provides a concise overview of government-funded assistance currently available to parents. This offers context for analyzing the scope and financial reality of child poverty in Canada.

Kerr, Don and Roderic Beaujot. "Child Poverty and Family Structure in Canada, 1981-1997." *Journal of Comparative Family Studies* 34, no. 3 (2003): 321-335.

Sociology professors Kerr and Beaujot analyze the demographics of impoverished families. Drawing on data from Canada's annual Survey of Consumer Finances, the authors consider whether each family had one or two parents, the age of single parents, and the number of children in each household. They analyze child poverty rates in light of both these demographic factors and larger economic issues. Kerr and Beaujot use this data to argue that

The *Chicago Manual of Style/Turabian* states the following formatting rules:

- The text should be double-spaced.
- Numbering starts on the first page of writing (*not* the title page), at the top right of the page.
- Reference list entries must have a hanging indent (to do this in Microsoft Word 2003 or later, click Format, then Paragraph, then Special, and choose Hanging—or simply space five times).
- There should be 1 inch (2.54 cm) margins all around (top, bottom, left, and right) on each page.
- Use Times Roman font, or a similar serif font.
- Each paragraph should be indented using the tab key.

## Topic Proposal Guidelines

Write a one-two-page topic proposal describing the topic you wish to explore and research. The proposal should include a potential thesis statement, the topic/subject of examination, the questions you want to ask, the questions you want to answer, and the primary and secondary sources you intend to use, and the perspective you will take in asking the questions.

Here is a sample from a recent conference paper that I submitted:

### “Indulgences, Privileges, and Cemeteries: A Reanalysis of Gender Roles and Responsibilities at Saint John Hospital in Medieval Brussels”

Saint John Hospital in Brussels received its first papal protection in 1207 under Pope Innocent III (d. 1216 CE).<sup>1</sup> Although subsequent protections continued well into the fifteenth century,<sup>2</sup> the thirteenth century saw a flourishing of papal correspondence with the hospital regarding protections, confirmations, indulgences, and privileges, including those related to the right to establish multiple cemeteries.<sup>3</sup> Without a doubt, papal confirmations and protections are useful when cataloging institutional properties and rights, and when other means are not available, papal confirmations can help recreate inventories of institutional holdings, lands, and privileges.<sup>4</sup> Are these, however, the only historical uses of papal protections?

It is the premise of this paper that a rereading of papal documents, such as privileges, rights, indulgences, and confirmations, can generate a greater understanding of the institution: in this case, the hospital of Saint John and those involved. When the confirmations and protections are placed in the context of the historical events, and when the key players—namely women—are identified, a new understanding emerges that challenges our previous understanding of this institution; female associates, sisters, and mother superiors were largely responsible for the aggrandizement of properties, cemeteries, and rights at the hospital of Saint John in Brussels in the thirteenth century.<sup>5</sup> Revisiting the documents in a new light thereby permits historians to reanalyze gender roles and responsibilities bringing light to previously ignored historical groups.

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<sup>1</sup> *Cartulaire de l'Hôpital Saint-Jean de Bruxelles (Actes des XII<sup>e</sup> et XIII<sup>e</sup> Siècles)*, Paul Bonenfant, ed. (Brussels: Palais des Académies, 1953).

<sup>2</sup> This includes a 28 October 1428 protection by Pope Martin V. *Centre Public d'Action Sociale de Bruxelles* (CPAS).

<sup>3</sup> This included direct papal protections, as well as those that were issued by papal legates, including Pierre Capocci throughout the 1250s.

<sup>4</sup> Although some might argue that papal protections, albeit useful for cataloging, are otherwise unexceptional, some posit that they are important, so much so that they came under fire in the fourteenth century. For a discussion of protections and the development of protections from immunities and exemptions, see Barbara Rosenwein, *Negotiating Space: Power, Restraint, and Privileges of Immunity in Early Medieval Europe* (Ithaca: Cornell University Press, 1999). For more on how papal protections were criticized in the fourteenth century, see William Chester Jordan, *Unceasing Strife, Unending Fear: Jacques de Thérines and the Freedom of the Church in the Age of the Last Capetians* (Princeton: Princeton University Press, 2005).

<sup>5</sup> This view challenges previous arguments that the male administrators and brothers were pivotal in the augmentation of the hospital's properties and power. See Paul Evrard, “Formation, organization, générale et état du domaine rural de l'hôpital Saint-Jean au Moyen-Âge” (Unpublished Master's Thesis: Université Libre de Bruxelles), 1965.

SAMPLE CHICAGO/TURABIAN PAPER

The Title of Your Paper Goes Here  
It Can Continue onto Second and  
Third Lines, if Necessary

Your Name

HIST 3903 Writing of History

Professor

Date

### **Abstract (this is bold)**

To write an abstract, picture yourself as “King of the Mountain.” Like a game, you have to defend yourself from interlopers – figuratively speaking – and hold your ground. Conceptually speaking, there are rules of engagement and specific terminology that need to be understood before you may proceed. Briefly state your “argument” – your honest opinion, in a respectful and convincing way – what are you trying to prove with your paper? If you are including a comparison in your argument, make a brief reference to it here. Write a single paragraph that concisely and accurately summarizes the content of your paper. Abstracts generally contain 150 to 200 words. Do not indent the first line of the abstract.

## **Introduction (this is bold)**

The main section (body) of your manuscript will begin on page 1 (page i and page ii come before). Begin with an introduction. Note that your last name and the page number is in a header, at the upper right corner (not included in this example). There is no page number on the title page. Use double-spacing.

Use a standard font (New York, Times) and use 12-point size. Begin with the “context” of objects you are writing about. You will use raised Arabic numerals to cite your sources in footnotes<sup>6</sup> at the bottom of the page. Your word processor will insert these footnotes and format them for you: tool ribbon -> references -> “insert footnote.”<sup>7</sup>

Use the symbol “ibid.”<sup>8</sup> in your footnotes when you are referring to the same source as the previous citation, and add the page number if different.

When using pictures identify them underneath the image, use single-spacing, number your images.

A solid, thorough handbook such as the Chicago Manual of Style Online<sup>9</sup> tool. Shorter versions are incomplete and while you may choose any handbook to your liking, when in doubt, consult a full edition in the library or online. In the reference room the call number is Ref Z253 .U69 2010.

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<sup>6</sup> These footnotes indicate citations – direct quotes, paraphrases, and indirect references. You might also add information of your own that might not be a direct part of your manuscript but is still of interest. This is called a discursive footnote.

<sup>7</sup> Format for citing books the first time: First name Last Name, *Book Title* (Publisher Location: Publisher, date), page number.

<sup>8</sup> Format for citing books the second time: Last Name, *Shortened Book Title*, page number.

<sup>9</sup> Format for a database: Chicago Manual of Style Online, “Chicago-Style Citation Quick Guide,” Accessed September 19 2019 at [http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html).

## **Body (this is bold; but don't use 'body'—create your own heading)**

This is where you write your paper. Separate any sections with subheadings. Subheadings should be bolded but not centered.

You may choose to include a picture. In order to include a picture, follow these guidelines:

- Position figures in an image section of the paper (after the paper but before the bibliography).
- Cite the source of the figure information with a “source line” at the bottom of the figure.
- Cite a source as you would for parenthetical citation, minus the parentheses, and include full information in an entry on your Works Cited page.
- Acknowledge reproduced or adapted sources appropriately (i.e., data adapted from; map by ...).
- Every figure should have a number and a caption flush left on the line below the figure.
- Number figures separately in the order you mention them in the text.
- In the text, identify figures by number (“in figure 3”) rather than by location (“below”).

Example:



Figure 1 Heroines, “Three-fold screen with embroidered panels depicting heroines. Designed by William Morris, c. 1860. Worked by Elizabeth (Bessie) Burden, completed 1888... Woolen ground embroidered with wools and silks...Each panel: 171.5 x 73.6 cm. From the Castle Howard Collection...The figures in the screen have been identified as Lucretia (with a sword), Hyppolyte (sword and lance) and Helen” (of Troy). In “Textiles” in *William Morris*, written and edited by Linda Parry published by Philip Wilson Publishers in association with the Victoria and Albert Museum, London in 1996 [plate M.7].



### **Conclusion (this is bold)**

This is your conclusion in one or more paragraphs. What do you honestly think about your topic? What have you learned?—Don't say "I learned." Rather, explain what the results of the research have yielded.

A bibliography includes items you may have read or looked at but did not quote in your paper. You can do a works cited page in your draft but must do a bibliography for the final paper.

## **Bibliography (this is bold) (start on a new page)**

### **BOOK WITH ONE AUTHOR**

McGhee, Robert. *The Last Imaginary Place: A Human History of the Arctic World*. Oxford: Oxford University Press, 2005.

A second work by the same author: use em dash: insert -> symbol -> more symbols -> the 3<sup>rd</sup> dash is em dash.

———. *Beluga hunters: an archaeological reconstruction of the history and culture of the Mackenzie Delta Kittigaryumiut*. [St. John's]: Institute of Social and Economic Research, Memorial University of Newfoundland, 1974.

### **BOOK WITH TWO OR MORE AUTHORS**

Williams, Philip F. and Yenna Wu. *The Great Wall of Confinement: The Chinese Prison Camp Through Contemporary Fiction and Reportage*. Berkeley: University of California Press, 2004.

### **WORK WITH AUTHOR'S NAME IN THE TITLE**

Darwin, Charles. *Charles Darwin's Letters: A Selection, 1825-1859*. Edited by R Frederick Burkhardt. Cambridge: Cambridge University Press, 1996.

"works cited" is a list of the works you actually made reference to in your footnotes in the body or any images.

## **Works Cited (this is bold) (start on a new page)**

### **EDITED WORK WITHOUT AN AUTHOR**

Salih, M. Mohamed Salih, ed. *African Parliament: Between Governments and Governance*. New York: Palgrave Macmillan, 2005.

### **TRANSLATED WORK**

Bingying, Xie. *A Woman Soldier's Own Story*. Translated by Barry Brissman and Lily Chia Brissman. New York: Columbia University Press, 2001.

### **MULTIVOLUME WORK**

Kinder, Hermann and Werner Hilgemann. *The Penguin Atlas of World History*. Vol. 1, *From Prehistory to the Eve of the French Revolution*. Rev. ed. New York: Penguin Books, 2004.

### **CHAPTER IN AN EDITED WORK (ANTHOLOGY)**

Hamilton, Bernard. "The Impact of the Crusades of Western Geographical Knowledge." In *Eastward Bound: Travel and Travellers, 1050-1550*. Edited by Rosamund Allen. Manchester: Manchester University Press, 2004.

#### EDITION OTHER THAN THE FIRST

Chafe, William H. *The Unfinished Journey: America since World War II*, 5<sup>th</sup> ed. New York: Oxford University Press, 2002.

#### WORK IN A SERIES

Flehinger, Brett. *The 1912 Election and the Power of Progressivism: A Brief History with Documents*. Bedford Series in History and Culture. Boston: Bedford/St. Martin's, 2003.

#### ARTICLE IN A JOURNAL PAGINATED BY VOLUME

Lucero, Lisa. "The Collapse of the Classic Maya: A Case for the Role of Water Control." *American Anthropologist* 104 (2002): 814-6.

#### ARTICLE IN A JOURNAL PAGINATED BY ISSUE

Wynn, Rhoda. "Saints and Sinners: Women and the Practice of Medicine throughout the Ages." *Journal of the American Medical Association* 283, no. 5 (2000): 668.

#### ARTICLE IN A POPULAR MAGAZINE

Thomas, Evan. "The Day That Changed America." *Newsweek Special Double Issue*, December 2001-January 2002, 45-46.

#### NEWSPAPER ARTICLE

Harris, Hamil. R. and Darryl Fears. "Thousands Pay Respects to King." *Washington Post*, February 5, 2006, sec. A, Maryland edition.

#### BOOK REVIEW

Cooper, Ilene. Review of *Nat Turner's Slave Rebellion in American History*, by Judith Edwards. *Booklist* 96 (2000): 1093.

#### SOUND RECORDING

Holst, Gustav. *The Planets*. Royal Philharmonic Orchestra. Andre Previn. Telarc compact disc 80133.

#### FILM, VIDEOCASSETTE, OR DVD

*The Civil War*. Produced and directed by Ken Burns. 11 hours. PBS Video, 1990. 9 videocassettes.

#### *REFERENCE WORKS*

*Well-known reference works, such as encyclopedias, are generally included in footnotes/endnotes but not in the bibliography. Check with your instructor to see if he/she would like you to include them in your bibliography, in which case you would follow one of the examples for a book.*

#### WHOLE WEBSITE WITH A KNOWN AUTHOR

Knox, E. L. Skip. "The Crusades." <http://crusades.boisestate.edu>.

#### WHOLE WEBSITE WITHOUT A KNOWN AUTHOR

The Ohio State Department of History. "The Scopes Trial." <http://history.osu.edu/Projects/Clash/Scopes/scopes-page1.htm>.

SELECTION FROM A WEBSITE

Linder, Douglas. "An Account of Events in Salem." *Famous Trials*.  
[www.law.umkc.edu/faculty/projects/ftrials/salem/sal\\_acct.htm](http://www.law.umkc.edu/faculty/projects/ftrials/salem/sal_acct.htm).

ONLINE BOOK

Mather, Cotton. *Memorable Providences, Relating to Witchcrafts and Possessions*. Boston: 1689. At Douglas Linder. *Famous Trials*.  
[www.law.umkc.edu/faculty/projects/ftrials/salem/asa\\_math.htm](http://www.law.umkc.edu/faculty/projects/ftrials/salem/asa_math.htm).

ARTICLE IN AN ONLINE JOURNAL

Friedman, Shamma. "A Good Story Deserves Retelling--The Unfolding of the Akiva Legend." *Jewish Studies: An Internet Journal* 3 (2004):55-93. [www.biu.ac.il/JS/JSIJ/3-2004/Friedman.pdf](http://www.biu.ac.il/JS/JSIJ/3-2004/Friedman.pdf).

ARTICLE ACCESSED THROUGH AN ELECTRONIC DATABASE

Toplin, Robert Brent. "The Filmmaker as Historian." *American Historical Review* 93 (1988): 1210-27. *JSTOR*.[www.jstor.org](http://www.jstor.org).

ONLINE NEWSPAPER ARTICLE

Linzer, Dafna. "Strong Leads and Dead Ends in Nuclear Case Against Iran." *WashingtonPost.com*. February 8, 2006. [www.washingtonpost.com/wp-dyn/content/article/2006/02/07/AR206020702126.html](http://www.washingtonpost.com/wp-dyn/content/article/2006/02/07/AR206020702126.html) (accessed February 9, 2006).

Reviewee \_\_\_\_\_ Reviewer \_\_\_\_\_

The goals of peer review are 1) to help improve your classmate's paper by pointing out strengths and weaknesses that may not be apparent to the author and 2) to help improve editing skills.

### **INSTRUCTIONS**

Read the paper assigned to you twice, once to get an overview of the paper and a second time to provide constructive criticism for the author to use when revising his/her paper. Answer the questions. Please type your responses where you are asked to explain and make the appropriate corrections on the paper when asked.

### **ORGANIZATION (10%)**

1. Were the basic sections (Introduction, Conclusion, Works Cited, etc.) adequate? If not, what is missing?
2. Did the writer use subheadings well to clarify the sections of the text? Explain.
3. Was the material ordered in a way that was logical, clear, and easy to follow? Explain.

### **CITATIONS (20%)**

4. Did the writer cite sources adequately and appropriately? Note any incorrect formatting on the paper itself.
5. Were all the citations in the text listed in the Works Cited section? Note any discrepancies on the paper itself.

### **GRAMMAR AND STYLE (20%)**

6. Were there any grammatical or spelling problems? Note problems on the paper itself.
7. Was the writer's writing style clear? Were the paragraphs and sentences cohesive? Explain.

### **CONTENT (50%)**

8. Did the writer adequately summarize and discuss the topic? Explain.
9. Did the writer comprehensively cover appropriate materials available from the standard sources (e.g., Procopius, D2L readings, JSTOR, MSU library)? If no, what's missing?
10. Did the writer make some contribution of thought to the paper, or merely summarize the primary sources and/or secondary publications? Explain.