
THE COLLEGE OF
WOOSTER

THE DEPARTMENT
OF HISTORY

INDEPENDENT STUDY
HANDBOOK

2020-21

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CHAIR'S WELCOME

Dear History Students,

Whether you are back in Wooster, following classes from home, or somewhere in between, welcome to the start of another year. A word on the reality of the moment: the public health crisis of COVID-19 is going to make this year different from any other. We are all going to have to adapt in many ways. But your faculty are committed to making the most of this moment – and of helping you make the most of your history major.

This handbook will help you understand the History major, Junior I.S., and Senior I.S. It provides essential information on requirements, deadlines, grades, documentation, and more, as well as useful advice on the process of research and writing. Read it carefully before your first meeting with your advisor and keep it close at hand all through the year. It will serve you well.

We will post the name of your I.S. advisor by the end of the first week of classes. For seniors and students enrolled in Junior I.S. in the fall, you will sign up to meet your advisor as soon as you can and schedule a regular weekly meeting going forward. For those enrolled in Junior I.S. in the spring, you will have a chance to meet with your advisor in the fall during course advising, and you will sign up for regular I.S. meetings in the first week of the spring semester. Your I.S. advisor will also serve as your academic advisor.

Your advisor may be a faculty member you know well or someone you have not worked with before. In any case, this relationship is an essential one. Don't neglect it. "Independent Study" can be something of a misnomer. Students don't head off to the library to work independently and return with a finished thesis on I.S. Monday. Indeed, you will work closely with your advisor at every step of the process: to define your topic, to develop a historical question, to make sense of the most important secondary sources in your field, to analyze your primary sources, and to work out your own interpretations. Your I.S. advisor will offer clarifications and elaborations of the guidelines and the advice detailed in this handbook. But please remember: even after you have begun to work with your advisor, you are encouraged to consult with other members of the department.

There is plenty of advice in the pages that follow, but let me offer a few words of wisdom up front. Get to work as soon as possible—if you haven't already—exploring potential topics and putting your ideas on paper. Come to your I.S. meetings prepared, with pen and paper in hand and something to show for the work that you have done in the week that has passed. Whatever happens, do not miss your I.S. meetings. Get to the library and find the most important books on your topic. Find your way around the reference section. Be organized. Keep your bibliography and your notes in good order from the very beginning. Start writing now and write every week to process the work you have done. Construct a weekly I.S. work schedule and stick to it. You are expected to devote 10-12 hours a week to your Junior I.S., 12-15 hours a week to your Senior I.S. Some will spend significantly more. Few students find success on much less than this. Above all, take ownership of your I.S.; make it yours.

To help you to think systematically about the work of historical research and writing, we require students in Junior and Senior I.S. to have at hand two books, currently available in the campus bookstore and the library: Mary Lynn Rampolla, *A Pocket Guide to Writing in History* and Wayne C. Booth, *The Craft of Research*. Any recent edition will do. Rampolla's *Pocket Guide* offers useful information about finding and analyzing sources, taking notes, formatting footnotes and bibliographies. It also provides a very clear definition of plagiarism and helpful tips for avoiding it. Booth's *Craft of Research* provides a clear explanation of the process by which a scholar transforms an interest into a topic, a topic into a question, and a question into an argument. It also offers helpful advice on how to formulate a strong argument, how to support it with appropriate evidence, and how to write an effective introduction and

conclusion. Note that Booth's *Craft of Research* is available with unlimited access as a Proquest e-book (you can find it by searching for the title in CONSORT).

We look forward to meeting with you, hearing about your ideas, and helping you to do the best work you can. Please don't hesitate to contact me if you have any questions.

All the best,

Greg Shaya
Chair, Department of History

And Professor Pozefsky's Advice for Junior and Senior I.S.

1. Pick a project that is not something completely new to you. Ideally, your topic should be situated in a broader field in which you have already taken courses and has evolved out of interests that you developed in those courses.
2. While all students do original research in I.S., it is not true that you need to pick a topic that no one has ever studied. Over time, you will narrow and personalize your topic in a way that will make your research original. However, it is to your benefit to find a topic that fits into a larger field in which there is a pre-existing scholarly literature in which you can place your own work and for which you can find an adequate number of primary sources. One of the first things that you will do with your advisor is to attempt to identify relevant primary and secondary sources. If none or even too few are available, you may wish to find another topic.
3. You should have settled on a topic by the end of the second week of classes. At that point (and certainly no later than the third week), you should make an appointment with a reference librarian, who can help you identify primary sources, secondary sources as well as databases that pertain to your topic. This appointment is an essential part of the research process. You will learn a lot not only about your topic but also about how to use tools that will be vital for your research. You can make an appointment on the library website.
4. Your weekly IS meetings are essential to the success of your project. Be professional. Come to every meeting on time and prepared to talk in informed ways about your work. If for some reason, you can't make a meeting, be sure to cancel it (and reschedule) well in advance. Come to every meeting with good reading notes and new writing, as well as fresh questions and ideas to discuss.
5. Some students wait until they finish all of their research to begin writing. This is a mistake. You should start writing right away. Begin by writing three to five pages the first week and write a little more every week after that. The longer you wait to write, the harder it will be to start. Moreover, the sooner you start writing, the better you will feel about your work. At first, you will be writing about your plans and reflecting in general ways on your topic as well as writing-up your responses to primary and secondary sources or simply developing new ideas that you don't want to forget. Later you will be writing drafts of sections and chapters. If you don't know how to begin writing or are having trouble getting started, talk about the issue with your advisor. Begin each I.S. meeting by showing your advisor what you have written for the week.
6. Organization is an essential part of IS. You need to organize your time, space and work effectively. This takes effort. It won't simply happen. Develop a system for writing and storing your notes. Go over that system with your advisor. Have a timeline that spells out what you need to accomplish each week from the beginning of the year to the final dead-line so that you know what you need to complete to stay on schedule. Add to the timeline each week. The smaller and more concrete your

weekly goals, the more likely you are to complete them, to make progress and to feel good about your work.

7. Talk often with your fellow students about your project. Discuss the I.S. process with them at every step (your timeline, your meetings with your advisor, how you found your sources, how you take notes, etc.) Form study groups in which you share your research and writing on a regular basis. This will make the process many times easier and the results many times better.
8. Apply for Copeland Funds to support research-related travel.

HISTORY AT WOOSTER

Introduction

History is one of the oldest disciplines, but it has never been more relevant than in the fast- changing, interconnected world in which we live. The study of history is the foundation for a complex understanding of the world. It offers a rich view upon the developments that have shaped the society we live in; it helps us understand different cultures; it provides a set of rigorous tools for understanding changes and continuities over time; it offers a high perspective to make sense of the tumult of current events.

The study of history cultivates skills and habits of mind that are essential to a liberal arts education. Students of history will develop the ability to research complex topics, to analyze evidence, to assess conflicting interpretations, to convey ideas with clarity and persuasion, and to build strong arguments. History encourages a subtle understanding of difference. What is more, the study of history provides a set of deep pleasures. Vastly enlarging our experience, the study of the past is a profound source of personal meaning and collective identity.

We believe the best way to study history is to do history. In their coursework, students will develop a wide knowledge of the past and a practical understanding of the skills of the historian, culminating in the year-long Senior Independent Study. In classes and seminars, in the weekly I.S. meetings, in departmental colloquia, over lunch with students, and in the corridors and offices of Kauke Hall, faculty offer their perspectives, argue over interpretations, challenge students to think in new ways, and encourage students to ask hard questions.

Learning Goals

The Department of History has identified four goals that students should achieve by the end of their course of studies.

Historical Thinking. We expect students who complete our program to be able to consider the past in sophisticated and complex ways. This type of engagement with the past includes, but is certainly not limited to: formulating appropriate and interesting historical questions, understanding cause and effect with multiple lines of causation, a thorough understanding of the previous questions asked by historians and how those questions and their answers have changed over time, and lastly, and perhaps most importantly, an understanding of the diversities of cultures and the varieties of historical experience.

Historical Knowledge. By this we mean much more than a simple recitation of names, dates, developments, and facts. Rather, we mean the ability to place facts into different sets of overlapping – often competing – narrative histories of particular peoples, places, and periods. These narratives should include contending interpretations and multiple timelines.

Critical Reasoning Skills. Our third goal is to teach and to continue to develop in our majors the critical research skills that historians use to investigate and explain the past. These skills include but are not limited to: analysis of primary sources, critical reading of secondary sources, note taking skills and techniques for management of diverse sources, research organization strategies, and the basic structures and genres of historical writing. Other crucial skills developed in research-focused courses include learning to identify and properly use both primary and secondary sources, and how to understand, appreciate, and apply a variety of historical (and other social science) methodologies and approaches.

Clear Communication. Lastly, we strive to help students communicate their findings. Our goal is to help students learn to incorporate historical thinking, historical knowledge, and research skills into complex projects (the largest of which is Independent Study).

These projects must not only make an original argument based on evidence, but also address and expand an existing set of literature. Moreover, we seek to promote the student's ability to communicate clearly and with a compelling style.

Independent Study

As the College *Faculty Handbook* explains:

The capacity for individual inquiry and expression is a mark of a liberally educated person. The objective of the Independent Study program at Wooster is to provide an opportunity through which this capacity may be nurtured in every student at the College. As President Lowry described the challenge of the program more than fifty years ago, "...it invites all students to come to their best in terms of their own talents."

The Independent Study program in History consists of three semesters of study: *History 401 Junior Independent Study* and the two-semester *History 451-452 Senior Independent Study*.

Junior and Senior Independent Study are taught as tutorials, with weekly meetings of student and faculty advisor. Advisors are assigned in light of student interest, faculty expertise, and faculty workload.

Success After Wooster

If you love the study of history, you will find the program in history at the College of Wooster to be an excellent preparation for your future.

Our graduates have gone on to prominent careers in academia, law and medicine, business, government, intelligence, print and broadcast journalism, political advocacy (environmentalism, poverty, civil rights, peace activism, etc.), foreign service, politics, work in museums and archives, public history, foundation work, library science, and teaching at the primary and secondary levels.

The major in history sometimes leads directly to career opportunities; other times it leads to advanced studies. Many of our students have gone on to Ph.D. programs in history.

Wooster has left a lasting mark on the historical profession. The College of Wooster has produced a long series of important historians who have gone on to careers at Cornell University, Emory University, Princeton University, the University of California at Berkeley, the University of North Carolina, and elsewhere.

Other graduates have pursued advanced degrees in law, journalism, education, library science, medicine, public health, and more. Recent graduates have gone on to advanced studies in prestigious programs at Columbia University, Cornell University, Indiana University, New York University, The University of California, the University of Michigan, Vanderbilt University, King's College London, and elsewhere.

JUNIOR INDEPENDENT STUDY

Introduction

The goal of Junior Independent Study (History 401) is to help students develop their skills as historians in order to prepare the way for Senior I.S. The course is taught as a tutorial, with weekly one-on-one meetings. Under the guidance of a faculty advisor, students develop, research, and write about a historical topic. Students have the opportunity to develop a valid historical question, conduct research in primary and secondary sources, frame a historical argument, and write a research paper of significant scope. They also learn the time-management skills that are necessary to complete Senior I.S.

Models for Junior I.S.

Students enrolled in Junior I.S. may pursue one of three models for Junior I.S.: a traditional research paper (a mini Senior I.S.), a detailed research prospectus, or a historiography paper. The following requirements apply to all of these alternatives.

General Requirements

The Junior I.S. is due by the last day of classes before the start of exams.

The length of the Junior I.S. should be between 25 and 40 pages, not including figures, appendices, and bibliography.

The Junior I.S. must include proper citations in Chicago-style footnote format (see below).

The Junior I.S. must include an annotated bibliography of the most relevant primary and secondary sources (see below).

The Junior I.S. must include an abstract, an introduction, a series of chapters, a conclusion, and an annotated bibliography. In some cases, students will also include an appendix or a series of appendices.

Students must submit a bound copy and an electronic copy in pdf format to their advisor by the deadline.

Junior I.S. Format Requirements

The text should be double-spaced in a 12-point font. Times New Roman is preferred. Footnotes use a 10-point font.

The I.S. should be double-sided printed and spirally bound using the Wilson Bookstore binding service.

Margins should be 1.25 inches on the inside margin, 1 inch on the top, bottom, and outside margin. Only the inside margin should be justified.

The order of sections is as follows: title page, abstract, table of contents, acknowledgements, list of figures (if included), list of tables (if included), introduction, chapters, appendices (if included), annotated bibliography.

All pages after the table of contents should be numbered, with page numbers centered at the bottom of the page. Acknowledgements and list of figures (if they are used) should be numbered with lower-case Roman numerals. The rest of the I.S. should be numbered with Arabic numerals, beginning with the first page of the Introduction, which is numbered 1.

Figures and tables should be included within the text of individual chapters. Each figure or table should be presented with a figure or table number, a caption, and a reference. A list of all figures or tables should be presented before the introduction.

Footnotes should be numbered independently for each chapter (beginning with 1).

See the Appendix for samples of title page, abstract, table of contents, list of figures, chapter headings, and annotated bibliography.

For all questions of format and documentation not addressed in this handbook, students should follow the guidelines in Mary Lynn Rampolla, *A Pocket Guide to Writing in History* (6th edition or later) for Chicago-style format and citation.

Suggested Schedule for Junior I.S.

The following schedule is no more than a rough guideline. An appropriate schedule will vary depending on the research topic and the student's preparation. The student should work with his or her advisor in the first weeks to develop a precise schedule, with specific deadlines. In addition to individual meetings, all students will attend the Junior I.S. workshops.

Weeks 1–3: Discuss topic. Identify the most important primary and secondary sources. Narrow topic. Define, and draft a statement of, the historical question. Take notes. Begin annotated bibliography.

Weeks 3–5: Attend library consultation. Develop bibliography. Take notes on central primary source(s). Take notes on most important secondary sources. Draft a rough outline of the paper, identifying the various chapters. Draft a statement of your argument. Begin to draft sections of the I.S.

Weeks 6–9: Continue research. And continue writing. Draft sections of the I.S. as research is completed. Revise outline and statement of the argument. Continue to update your bibliography and write annotations as you work with sources.

Week 9-12: Complete drafting of the entire I.S. Revise sections based upon your advisor's feedback.

Week 13: Complete a strong introduction and conclusion. Sharpen the argument of the I.S.

Week 14: Complete annotations. Complete last revisions.

Week 15: Finish corrections for final copy. Turn in bound final copy. Celebrate.

Junior I.S. Meetings

Students meet weekly with their advisors for guidance and assistance. The precise expectations of these meetings will depend upon the advisor. Generally, the advisor will help the student to choose a topic, define a strong historical question, identify and evaluate sources, create an appropriate organization and develop a strong argument. The advisor will also provide comments on student drafts. To make these meetings successful, the student must arrive prepared.

Junior I.S. Workshops

These mandatory workshops will reinforce the work you do with your advisor defining a topic, analyzing primary sources, and exploring how your research fits into the larger historical debates. You will share your work in progress with your peers and faculty.

Junior I.S. Poster Session

All students will present the results of their research in a poster session. We will share details and requirements at the Junior I.S. Workshops.

Evaluation of Junior I.S.

History 401 Junior I.S. receives a letter grade determined by your advisor. The grade you receive will reflect your advisor's assessment of the final paper, as well as the effort you put into your project and the poster session presentation. There will be a very significant penalty for missing I.S. appointments or the mandatory Junior I.S. Workshops without previous arrangements. Missing more than two I.S. appointments without contacting the advisor in advance is grounds for failure.

SENIOR INDEPENDENT STUDY

Introduction

Senior Independent Study (History 451-452) is the culmination of the History curriculum. With the guidance of a faculty advisor, students design a historical research project, conduct research in primary and secondary sources, frame a historical argument, and present their conclusions in a formal thesis. Working one-on-one with a faculty advisor and engaging in the debates of professional historians, history majors develop the practical and analytical skills necessary for tackling problems not only in history but also in matters of contemporary concern.

There are few limits to the kinds of subjects that can be pursued for a Senior I.S. In the last few years, students have studied Japanese animation, the rise of informal settlements in Brazil and South Africa, consumerism and the construction of gender in 1950s women's magazines, British seaman and their pranks in the Napoleonic era, the CIA in Cold War Berlin, cemetery preservation in Wayne county, the economy of Côte d'Ivoire, and many, many other topics.

Alternative Models for Senior I.S.

There are alternative models for the presentation of historical research. In the past, Wooster students have successfully completed their Senior I.S. by producing a film documentary, mounting a public exhibition, writing a historical novel, developing a high school curriculum, creating a digital exhibit, and more.

To write your Senior I.S. according to an alternative model, you must receive approval from the Department of History before Fall Break for those taking History 451 in the fall, or Spring Break for those taking History 451 in the spring. Submit a proposal, along with a message of support from your advisor, to the Chair of the History Department. Your proposal should set out a description of your topic and your approach, a statement of what you will produce, an explanation of your methods, and the criteria for evaluation. Your proposal should clearly note variations in format, documentation, and style from the I.S. Handbook.

All students who receive approval to create an alternative I.S. must meet with Catie Newton, Digital Curation Librarian, to formulate a preservation plan to archive their work.

General Requirements

The length of the Senior I.S. should be no less than 60 pages and no longer than 100 pages, excluding figures, appendices and bibliography.

The I.S. must be double-sided printed and spirally bound. The I.S. must include an abstract of 150-250 words.

The Senior I.S. must include proper citations in Chicago-style footnote format (see below).

The Senior I.S. must include an annotated bibliography of the most relevant primary and secondary sources (see below).

The Senior I.S. must include an introduction, a series of chapters, a conclusion, and an annotated bibliography. In some cases, students will also include an appendix or a series of appendices.

See the "Criteria for Evaluation in History" below for further important requirements regarding the content of Senior I.S.

Format Requirements

The text should be double-spaced in a 12-point font; footnotes use 10-point font. Times New Roman is preferred.

Margins should be 1.25 inches on the inside margin, 1 inch on the top, bottom, and outside margin. Only the inside margin should be justified.

The order of sections is as follows: title page, abstract, table of contents, acknowledgements, list of figures (if included), list of tables (if included), introduction, chapters, appendices (if included), annotated bibliography.

All pages after the table of contents should be numbered, with page numbers centered at the bottom of the page. Acknowledgements and list of figures (if they are used) should be numbered with lower-case Roman numerals. The rest of the I.S. should be numbered with Arabic numerals, beginning with the first page of the Introduction, which is numbered 1.

Figures and tables, if any, must be included within the text of individual chapters. Each figure or table should be presented with a figure or table number, a caption, and a reference. A list of all figures or tables should be presented before the introduction.

Footnotes should be numbered independently for each chapter (beginning with 1).

See the Appendix for samples of title page, abstract, table of contents, acknowledgements, chapter headings, figures, and annotated bibliography.

The final paper should be printed double-sided and spiral bound using the Wilson bookstore binding service.

For all questions of format and documentation not addressed in this handbook, students should follow the guidelines in Mary Lynn Rampolla, *A Pocket Guide to Writing in History* (6th edition or later) for Chicago-style format and citation.

Deadlines for Senior I.S.

Requirements for the First Semester of Senior I.S.

As soon as you narrow your research question, but no later than **Friday, September 21**, register your project in the I.S. Topics Database: <https://woosterdigital.org/istopics/register>. This tool will let you connect with students in the department and across campus who are working on projects similar to yours.

All Seniors are required to attend a **mandatory** History I.S. Formatting Workshop. Details will go out in October.

The Department of History requires that students enrolled in History 451, the first half of Wooster's Senior Independent Study requirement, submit an acceptable outline of their proposed project, at least one revised and polished chapter, a full draft of an additional chapter, and a significant portion of their annotated bibliography by **the last day of classes** before the start of exams.

Failure to meet these basic requirements will normally result in a grade of "Unsatisfactory" for History 451. But note, this is a **minimum** requirement.

Deadlines for Getting Feedback

The Department requires that you submit a complete draft of your Senior I.S. to your advisor at least two weeks before the start of spring break.

The student should not expect editorial comment, guidance, and advice on drafts of the thesis or versions of the project submitted after these deadlines. Students should not expect feedback over spring break.

I.S. Submission Guidelines

Your Senior I.S. is due in the Registrar's Office by 5:00 pm on the first day of classes following spring recess. That date has yet to be determined for spring 2021.

All students submit the completed Senior I.S. in two formats. First, upload a single pdf file of your entire project to the Libraries' Open Works website. Next, submit two bound copies, as well as two additional (loose) copies of your I.S. cover page to the Registrar's Office. For detailed instructions on I.S. submission, see <https://www.wooster.edu/academics/registrar/is-submission/>

Missed Deadline

A late thesis is automatically graded "I" for incomplete. The conditions for changing the "I" to a passing grade will be established by the Dean of the Faculty after consultation with the student's advisor. The "I" automatically becomes No Credit two weeks after the deadline for the submission of the thesis unless the Dean has given prior approval for an extension. No thesis turned in after the deadline will receive a grade of Honors without the unanimous vote of the department and the Dean's approval.

Schedule for Senior I.S.

An appropriate schedule will vary depending on the research topic and the student's preparation. The student should work with his or her advisor in the first weeks to develop a precise schedule, with specific deadlines across the fall and spring semesters.

Students who fall behind have difficulty catching up and usually find themselves in a panic at the end of the fall semester and before the middle of the spring semester when the entire thesis is due.

Senior I.S. Meetings

Students meet weekly with their advisors for guidance and assistance. The precise expectations of these meetings will depend upon the advisor. Generally, the advisor will help the student to choose a topic, define a strong historical question, identify and evaluate sources, create an appropriate organization and develop a strong argument. The advisor will also provide comments on student drafts. To make these meetings successful, the student must arrive prepared.

Missing more than two I.S. appointments without contacting the advisor in advance is grounds for failure.

Evaluation of Senior I.S.

After the final copy of the student's thesis is submitted to the Registrar, the Department will assign a second reader to help evaluate the I.S. project. The advisor and the second reader will evaluate the I.S. through a written critique and an oral examination.

Written Critique

After reading the Senior I.S., the second reader prepares a written evaluation of the student's project. In the written evaluation, the student may expect to receive comments about the following points: originality, effort, and significance of the topic; persuasive thesis with strong supporting evidence and its relation to other historical interpretations; research and documentation, including annotated bibliography; style, organization, and structure; technical errors; and possible omissions (areas that should have been dealt with).

The written evaluation is designed to raise questions for discussion during the oral exam and will be provided to the student at least 24 hours prior to the oral examination.

Oral Examination

The oral examination is the culmination of the Senior I.S. experience and plays a significant role in determining the final Independent Study grade. During the oral examination, the student, the advisor and the second reader meet together to discuss the

I.S. The student is expected to respond to the written critique as well as to prepare for potential questions posed by the second reader. The student may also be asked to answer broad questions regarding the discipline and its relation to his/her liberal arts experience at Wooster.

If the written portion of the Senior I.S. is evaluated as unsatisfactory, no oral examination will be held.

Following the oral examination the student may be required to make minor alterations to the thesis.

Grading Scale

Senior I.S. at the College is graded according to the following scale:

Honors	H	Outstanding in content, method, and form
Good	G	Significantly above average in content, method, and form
Satisfactory	S	Acceptable overall in content, method, and form, though consideration may be given to balancing weakness in one area by strength in another
No Credit	NC	Seriously deficient in content, method or form with no compensating strengths in other areas

Criteria for Evaluation in History (Important!)

The Senior I.S. in History must conform to the guidelines of this Handbook. It must appropriately cite sources of information, interpretation, and direct quotations. It should be written clearly, with no more than a few errors of spelling, grammar and format.

In addition, the Senior I.S. must: have a clearly defined topic;

- have a valid historical question about that topic; demonstrate significant research on this question; demonstrate familiarity with the historiography of the topic;
- present an argument on the topic (laid out clearly in the introduction and demonstrated throughout the I.S.);
- have an introduction that presents a clear statement of the topic, the historiography, the approach, and the argument;
- have a conclusion that goes beyond summary to explain what we should take from your research;
- have a complete bibliography, which includes the most important works on the topic, with clear annotations.

An I.S. that is seriously deficient in one or more of these criteria, without compensating strengths in others, will receive the grade of **No Credit**.

A **Satisfactory** I.S. will satisfy all of these criteria, though consideration may be given to balancing weakness in one area to strength in another.

A **Good** I.S. will satisfy all of these criteria well.

An **Honors** I.S. will satisfy all of these criteria. In addition, it will demonstrate excellence in research, historiography, argument, and writing.

The determination of the final grade will take into account the student's work during the year and the performance on the Oral Examination.

For Global & International Studies Majors

As a G&IS major with a History Home Department, you will complete your Senior Independent Study in the Department of History. Your Senior I.S. must conform to the requirements listed in the History I.S. Handbook. However, as a G&IS major, you are responsible for some additional requirements, distinct from those required of History majors, as explained below.

Your preparation for I.S.—and the very structure of your work in the major—is distinct. You have completed your related coursework and methodological training in the Department of History, but you have also completed coursework in economics, political science, and foreign language, together with off-campus study. It follows that the expectations of your Senior I.S. will be distinct.

In addition to the requirements listed in the History I.S. Handbook, your Senior I.S. should:

- **Address a topic in an area of international relations**, including global, transnational, or international phenomena, state relations, war & peace, diplomacy, foreign relations, international organizations, multinational corporations, migrations, etc.
- **Integrate at least one of the other disciplines** in the G&IS major—economics or political science—in at least one significant way. In your Senior I.S., you must do at least one of the following:
 - apply scholarly perspectives from economics and/or political science to *frame your research question*;
 - integrate scholarly work in economics and/or political science into your *review of the literature*;
 - apply *theoretical models* from economics and/or political science;
 - make use of *methodologies* from economics and/or political science;
 - include *economics research* and/or *political science research* in one chapter or more;
 - broadly *integrate theories, methods and research* from economics and/or political science throughout your Senior I.S.
- **Integrate your foreign language study** in at least one significant way. In your Senior I.S., you must do at least one of the following:
 - include an abstract of the I.S. in English *and* in a foreign language;
 - make use of *foreign language sources*;
 - produce your own translation of *foreign language sources*;
 - *write your I.S. (or a chapter of the I.S.) in a foreign language.*
- In the oral examination, you should **be able to answer the question**: how is your Senior I.S. informed by your interdisciplinary work in the Program in Global & International Studies?

RESEARCH

SOURCES

All sources must be critically read and evaluated to measure their relevance, perspective and context. Students should ask some of these questions when analyzing primary and secondary sources: Is this source relevant? What perspective does it present? In what broader context did it emerge? Who was its intended audience? Are there differing opinions between scholars? Have the scholarship and views changed over time? Does the scholarship make sense in light of a particular finding? Is there sufficient and persuasive evidence to support claims made?¹

Primary Sources

In your research, you should identify a set of primary sources that will help you address your historical question. A primary source is an “eyewitness” or otherwise “near-in-time” account of an event by someone who was involved or close to those who were involved in the event. Newspaper accounts, the accounts of many news magazines, letters, diaries, autobiographies, photographs, speeches, business records, and the like are treated as primary evidence.

Secondary Sources

Very early on in your research you should identify the most important secondary works on your subject. You may find that your historical question intersects with more than one body of research. You should know the historiography on your topic well, and be able to explain how historical interpretations have changed over time.

Taking Notes

Take notes in your own words, not the author’s, unless you plan to quote directly. In the latter case, be careful to copy the words *exactly* as they appear in the original, use quotation marks, and note the page number(s) from where it came.

Data Collection and Management

Avoid spending hours retracing your steps to find a source. Take down complete and accurate bibliographic information at the time you compile your notes. Zotero can help streamline your note taking and citations.

PLAGIARISM

Plagiarism, according to *The American College Dictionary*, is “copying or imitating the language, ideas, and/or thoughts of another and passing off the same as one’s original word.”² Even if the copied work is footnoted, plagiarism has still been committed if sentences, phrases, a series of words, or any other passages taken from a source are not placed in quotation marks. “When you derive facts and ideas from other writers’ work, you must cite the sources of your information. Not to give credit for borrowed material is plagiarism.”³ While it seems obvious that direct quotes should be precisely documented, ideas and interpretations inferred from someone else’s work also have to be documented.⁴

¹ Mary Lynn Rampolla, *A Pocket Guide to Writing in History* (Boston: Bedford Books of St. Martin’s Press, 1995), 23-26.

² Clarence L. Barnhart, ed., *The American College Dictionary* (New York: Harper & Brothers, 1953).

³ Rampolla, *Pocket Guide*, 31.

⁴ *Ibid.*

Some further guidelines:

1. Any idea or argument taken from a work that is not your own – whether it is from a printed source, the internet, or another student – must be properly cited. You must incorporate an acknowledgment of the source of the idea in a footnote. If not, your work will be considered plagiarism.
2. All quotations must be clearly marked with quotation marks in the text and the source identified in a footnote. If not, your work will be considered plagiarism.
3. Any group of three or more words taken directly from a work that is not your own must appear in quotation marks and the source identified in a footnote. If not, your work will be considered plagiarism.
4. The borrowing of any complete sentence, sentence fragment, or sequence of three words or more from a work that is not your own (whether taken from printed works, the internet, or the work of another student) without quotation marks and without proper citation is considered plagiarism. This includes words taken from reference works and online sources.

See the chapter on plagiarism in Mary Lynn Rampolla, *A Pocket Guide to Writing in History*. It contains a fuller definition of plagiarism, examples of plagiarism and tips for avoiding it. You will be expected to know its contents.

The consequences of plagiarism in Junior and Senior I.S. are extremely serious. They may include failure in I.S., suspension, and expulsion. These penalties apply to drafts submitted to your advisor as well as to the final paper. There is no statute of limitations on plagiarism. A plagiarized I.S. may result in revocation of the College degree.

LIBRARY COURTESY

So as to avoid scenarios in which library staff search for books missing from the shelves because a student failed to sign it out, students must sign out all books used for I.S. Any book kept in an I.S. carrel must be signed out.

DOCUMENTATION

There are three reasons for students to document all sources used in the thesis: it gives authority and force to the paper; it helps the reader evaluate any inferences being made; and, most importantly, careful documentation helps students avoid plagiarism as well as allay any suspicions of it.

Historians use the Chicago Style of citing references. Please see Mary Lynn Rampolla, *A Pocket Guide to Writing in History* to see how footnotes and bibliographies should look. The book contains multiple examples for the most commonly used reference types. You may also wish to consult *The Chicago Manual of Style* and Kate L. Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations* for additional questions about and examples of proper citations in History.

Your Junior or Senior I.S. must include proper footnotes and an annotated bibliography.

FOOTNOTES

Provide footnotes for all direct quotations, facts, interpretations, and references made to any source material. Use footnotes to show the research upon which your work is founded. You may also use footnotes to amplify or qualify your text. Details of common knowledge do not require documentation.

TYPES OF FOOTNOTES

Reference Note

A reference note is used to establish fact, give authority, and avoid plagiarism. The reference note must be used for all statements of fact that are not generally known, or might be controversial or disputed. The reference note must also be used to show the sources of your information.

A reference note is used to show the source of a direct quotation. All statistical and numeric information must also be attributed to its source.

Historiographical, or “More-On”, Note

An important variety of footnote is the historiographical footnote. It should be used to present the most important sources on a particular topic

Explanatory Note

An explanatory note may be used to amplify a particular idea or present details that might overburden the main text.

FOOTNOTE MECHANICS

Detailed information on footnote formats for all types of sources is available in Mary Lynn Rampolla, *A Pocket Guide to Writing in History*. Zotero's word-processing plugin can automatically format your citations following the requirements for Chicago style as you write.

Note: the format of *footnote* citations differs from the format of *bibliographical* citations.

Footnote references within the body of the text are elevated above the line (superscript) and are set after any punctuation. Use Arabic numerals with no additional marks.

Footnotes should be placed at the bottom of each page. Number the footnotes consecutively for each chapter, beginning again with number one in each chapter. Footnotes are single-spaced, with a space between subsequent footnotes. Footnotes use 10-point font.

Sources cited more than once should be given a full citation on first usage and a short citation on following usage. DO NOT use *op. cit.* or *loc. cit.* at any time. Short titles are much clearer in every way. Add the sentence, “hereafter cited as . . .” to the first full-citation to guide the reader.

Ibid. may be used for a subsequent reference to an identical source. Here, too, however, a short citation is almost always clearer. It can eliminate the problem that follows when a first reference is moved or deleted.

Some Examples of Footnotes

Historiographical note

³ No study of the American home front could complete without consulting the following secondary sources: John Morton Blum, *V Was For Victory: Politics and American Culture During World War II* (New York: Harcourt Brace Jovanovich, 1976); Richard Polenberg, *War and Society: The United States 1941-1945* (Westport: Greenwood Press, 1972); and Allan M. Winkler, *Home Front U.S.A.: America during World War II* (Arlington Heights: Harlan Davidson, Inc., 1986).

⁴ For an insightful analysis of changes in Reform Jewish practice after WWII, see Joan S. Friedman, “Guidance, Not Governance:” *Rabbi Solomon B. Freehof and Reform Responsa* (New York: Hebrew Union College Press, 2013).

First and subsequent footnotes—of books and articles—with *ibid* and short references

²² Shannon King, *Whose Harlem Is This, Anyway? Community Politics and Grassroots Activism during the New Negro Era* (New York: NYU Press, 2015), 93; hereafter cited as *Whose Harlem Is This, Anyway?*.

²³ *Ibid.*, 100.

²⁴ Kabria Baumgartner, “Incidents in the Life of a Slave Girl, Education, and Abolition” *Ethnic Studies Review* 32 (Winter 2009): 52-78; hereafter cited as “Incidents, Education, and Abolition.”

²⁵ King, *Whose Harlem Is This, Anyway?*, 110-112.

²⁶ Baumgartner, “Incidents, Education, and Abolition,” 68.

First and subsequent footnotes—of books and articles—with short references

²² Jeff Roche, *Restructured Resistance: The Sibley Commission and the Politics of Desegregation in Georgia* (Athens, GA: University of Georgia Press, 1998), 34; hereafter cited as *Restructured Resistance*.

²³ Roche, *Restructured Resistance*, 100.

²⁴ Roche, *Restructured Resistance*, 124.

²⁵ Peter Pozefsky, “Childhood and the Representation of the History of Stalinism in Russian Cinema of the Transition Period,” *Studies in Russian & Soviet Cinema* 4 (May 2010): 23; hereafter cited as “Childhood and Stalinism in Russian Cinema.”

²⁶ Pozefsky, “Childhood and Stalinism in Russian Cinema,” 44.

²⁷ Roche, *Restructured Resistance*, 125.

ANNOTATED BIBLIOGRAPHY

A bibliography lists all the sources used or consulted in the development of your I.S. Junior and Senior I.S. in History require an annotated bibliography. Each source should be given a full annotation.

Organization

Give your bibliography a clear organization that will make it easy for readers to find particular sources. You may simply separate primary from secondary sources. Or you may use a set of categories that clearly distinguishes your sources. In any case, your classification should be clear to the reader. Entries within each section should be ordered alphabetically by author.

Annotated Bibliography Mechanics

Detailed information on bibliographical formats for all types of sources is available in Mary Lynn Rampolla, *A Pocket Guide to Writing in History*.

Note: the format of bibliographical citations differs from the format of footnote citations. Every bibliographic entry is single spaced with a blank line between each entry.

The first line of each entry begins at the left margin but each subsequent line must be indented one half inch (a hanging indent).

The authors'/editors' name (if given) is listed last name first and first name last; subsequent authors' names are presented in the natural order of first and then last name.

Page numbers are included only if the work is an article in a periodical or a chapter in a larger work.

The annotation should be single-spaced and indented one half inch from the left margin.

Some Examples of Bibliographical Entries

Book by a Single Author

Pozefsky, Peter C.. *The Nihilist Imagination: Dmitrii Pisarev and the Cultural Origins of Russian Radicalism (1860-1868)*. New York: Peter Lang, 2003.

Edited Volume

Roche, Jeff, ed. *The Political Culture of the New West*. Lawrence: Univ. of Kansas Press, 2008.

Chapter in an Edited Volume

Hettinger, Madonna. "So Strategize: The Demands in the Day of the Peasant Woman in Medieval Europe." In *Women in Medieval Western European Culture*, edited by Linda E. Mitchell, 47-64. New York: Garland Press, 1999.

Article in a Journal

Sene, Ibra. "Slavery, History, and Memory: A Report on the African Burial Ground in New York City." *PHARE: Patrimoine & Histoire en Afrique: Recherches et Expériences* 2 (August 2008): 12-15.

Web Page

Holt, Katherine. "Population by Racial Classification, Santiago do Iguape 1835." *The Bahian History Project*. <http://www.mappingbahia.org/project/maps-and-graphs/graphs/#chart1>

Manuscripts

Roosevelt, Theodore. *Papers, 1900-1909*. Library of Congress, Washington D.C.

United States Government Documents

Congressional Record 47th to 49th Congresses. Washington, 1886-1887.

Foreign Documents

Great Britain, Foreign Office. *British Documents on the Origins of the War, 1898-1914* (edited by G. P. Gooch and Harold Temperley), 11 vols., London: HMSO, 1926.

Newspapers

New York Times, 1939-1944. New York, New York.

Online Video

Herlehy, Ed. "Rally For Castro. One Million Roar 'Sí' To Cuban Executions." Universal Newsreels, January 22, 1959. https://archive.org/details/1959-01-22_Rally_For_Castro.

ANNOTATIONS

An annotation is a brief, evaluative summary of a book, article, or other publication. Its purpose is to describe the work in such a way that the reader may decide whether or not to read the work itself. By definition, annotations are short notes and are normally no more than 100 to 150 words.

An annotated bibliography evaluates and summarizes. Ideally, an annotated bibliography helps the reader understand the particular uses of each source, the relationships between sources, and the traditions debated and discussed.

Content

After the full citation following Chicago Bibliography Format, each annotation should include the following:

1. The authority and the qualifications of the author should be clearly stated. Preferably this is to be done early in the annotation: "Margaret Ng, a professor of history at the College of Wooster..."
2. The scope, argument, and evidence presented in the work should be explained in one to three short sentences. This is usually done in two to three short sentences.
3. The audience and the level of reading difficulty should be indicated: "Roche addressed himself to the scholar, but the concluding chapters will be clear to any informed layman." Such a comment will serve to warn the reader from writings that are too elementary or too scholarly.
4. The major assumptions or standpoint of the author in relation to the theme should be clarified: "Holt's anti-French bias has been mentioned by reviewers."

5. The relation of other works, if any, in the field is usually worth noting: “This corroborates the findings of Gregory Shaya’s “How to Make an Anarchist- Terrorist” in that it...”
6. At this point the annotation might conclude with a summary comment: “Sene’s study sheds light on my research question by showing...”

Example of an Annotation

Beckles, Hilary McD. *Natural Rebels: A Social History of Enslaved Black Women in Barbados*. New Brunswick: Rutgers University Press, 1989.

Social historian Hilary McD. Beckles, now Vice-Chancellor of the University of the West Indies, examines the productive and reproductive labor of enslaved women on Barbadian sugar plantations from 1650 to 1850. Beckles argues that the overwhelming focus on the agricultural labor done by sugar slaves has led historians to overlook the economic and social importance of slave women as mothers. His extensive use of plantation records for detailed quantitative analysis is complemented by his use of private correspondence and newspaper accounts to uncover social relationships. Beckles provides a much-needed corrective to studies of plantation life that overlook the significance of gender. This work is useful for my study of slave family formation because it allows me to place my observations about Brazilian sugar plantations in comparative context.

STYLE SHEET

Interpretation

A clear point of view is one of the most important characteristics of a successful I.S. paper. Ask a significant question about your topic and answer it; come to a conclusion as to the meaning of your topic. Tell your readers not only what happened but also why your interpretation is important.

Do not be dull. Your scholarship should be exhaustive, not exhausting.

Express your opinions forcefully. Avoid mincing words or expressions (“perhaps,” “somewhat,” “it may be said that,” “the evidence suggests”). If you believe something to be true, say so. If a reputable authority does not agree with you, or if the evidence is not wholly conclusive, say so in a footnote. Do not clutter your narrative with uncertainties.

Avoid trite, overworked phrases (“as dark as the night,” “it stands to reason,” “the heel of the conqueror”).

Voice

Whenever possible write in the past tense. Avoid the editorial “we.” After your introduction, avoid the first person.

Avoid passive voice and verbal constructions. Do not use “there is” or “there are” as the subject and predicate of a sentence. The basis of a strong sentence is a strong verb and a strong noun. Weak verbs and weak nouns guarantee weak sentences.

Mechanics

Keep your sentences short. Paragraphs should seldom be longer than three-quarters of a typewritten page. Be sparing with adjectives. When you have finished your paper, proofread it and strike out the word “very.” It adds nothing to what follows.

The pronoun “this” should not be used as the subject of a sentence unless it refers clearly to a definite noun in the preceding sentence. Avoid the sentence that begins “This indicated to Robin Hood the danger . . .” when “this” refers to the whole preceding paragraph.

Diction

Use familiar, short, concrete words rather than exotic, longer, and abstract ones. The four-syllable word has its place; when you wish to draw delicate distinctions, it may be essential. Do not use it just to show you know it.

When you mention a person for the first time, give the complete name. Re-identify obscure persons if you have not mentioned them for some time.

Do not use contractions. Do not use the abbreviations, i.e., e.g., viz., etc., in your text.

Remember that “its” is the possessive form and “it’s” is a contraction for it is (which should not be used in formal writing).

Underline or italicize foreign words unless they have become standard in the English language.

Capitalization

Do Capitalize

Sections: North, South

General Assembly

Congress, Senate, Senator Taft

President Truman, Governor Long

Lake Superior, Ohio River

Wayne County

Democratic Party, Republican Party

Do NOT Capitalize

Directions: north, south, east, west East, West

Adjectival forms: northern, southern, southerner, northerner

General usage: legislature, senators, governors, a president, rivers, counties

Quotations

A direct quotation is used to report the actual words or numbers of a source unchanged. A text quotation can be very effective in citing an example or illustrating a particular mood or sentiment. If used sparingly, a direct text quotation can strengthen an argument.

Keep direct quotations to a minimum, keep them short, and do not quote secondary sources unless the idea is so brilliantly and cogently expressed that you cannot resist repeating it.

It is usually better to paraphrase the material in your own words. In either case, cite all sources.

Quotations must be exact.

If you have good reason to quote fifty (50) words or more, indent both sides one half inch. Block quotes are double spaced.

A quotation of less than fifty words should be incorporated into the text.

Quotation Marks and Punctuation

Use double quotation marks at the beginning and end of a quotation. Change any internal quotation marks in the original source to single ones in your text.

Original source:

Coughlin, in a burst of rhetoric called him “Franklin Double-Crossing Roosevelt,” much to the delight of the crowd and to the disgust of the reporters.

Your text:

In his peroration, the priest labeled him “‘Franklin Double-Crossing Roosevelt,’ much to the delight of the crowd and to the disgust of the reporters.”

For a single-spaced, indented quotation, as described above, retain only the marks used in the original. Your indentation indicated that you are quoting at length; therefore, double quotation marks are not needed at the beginning and the end of the indented quotation.

Commas and periods go *inside* quotation marks.

I said, “Commas and periods go inside quotation marks.” “Commas and periods go inside quotation marks,” I said.

If not part of the quotation, exclamation marks (!) and question marks (?) go on the outside of the quotation marks.

If you omit a word, phrase or sentence from a quotation, indicate this by three periods (. . .). If the omission comes at the end of the sentence, indicate this by a fourth period (. . . .).

Original source:

The sororities have as their objectives the promotion of intellectual achievement and the development of high moral standards. These groups strive for a spirit of cooperation with the administration, with one another, and with the independent students on the campus.

Your text:

They assert that the “sororities have as their objectives . . . the development of high moral standards.” Yet, there is some question that such are developed in their striving for the “spirit of cooperation with the administration, with one another, and with the independent students”

If you interject text within a quotation, enclose the interpolation within square brackets [], not parenthesis.

If there are errors of fact, date, spelling, or punctuation within a quotation, which the reader might attribute to you, indicate the error by [sic], but use sic sparingly.

If you are translating a quotation from a foreign language, identify the translation as yours in a footnote.

Numbers

If a number can be written with two words, write it out; if not, put it in Arabic numerals: five, five hundred, fifty-five; but 165, 212,1,962,312. In a sentence or series, however, use the same form throughout: “There were 7 men, 43 women, and 112 children in the shelter.” Write out ordinals (nineteenth century) and time of day when not using a.m. or

p.m. (four o’clock).

Use Arabic numerals for: sums of money (\$30, \$345.65); decimals (8.002); dates, statistics, and percentages—but write out the word, “percent;” do not use the symbol, “%.” In running numbers or dates, use the full form: 1861–1865, pp. 322–325, NOT 1861–65, pp. 322-25, pp. 322-5.

Italics

Italicize foreign words and phrases, except when quoting entirely in a foreign language or when using foreign words such as ante bellum, pro rata, mores, and naive that are so common as to have become Anglicized.

Italicize titles of whole printed works such as books, pamphlets, periodicals, newspapers, plays. Also italicize titles of poems, essays, and lectures if they appear as separate publications. Use quotation marks for titles of component parts and unpublished materials such as chapters, articles, theses; also, use quotation marks for the titles of poems, essays and lectures published as part of a collection.

RESOURCES

The College and the History Department have a number of resources available to help students in the completion of their Junior and Senior I.S. projects.

Copeland Fund for Independent Study

The Henry J. Copeland Fund for Independent Study offers direct financial support for Senior Independent Study projects. There is money available for travel, archival research, research expenses, conferences, and much more. The fund has helped scores of Wooster History majors make their historical research more than a trip to the library. Deadlines are in late September/early October (for research in the course of the senior year) and in early April (for summer research). For the full details and guidelines for proposals, see <http://www.wooster.edu/academics/research/is/copeland/>.

History Reference Bookshelf

In Kauke 125 – the student department assistant workroom – students will find a bookshelf of reference works and sample I.S.'s that may be consulted. They may not be removed from Kauke. See the History Department Website at <http://history.voices.wooster.edu/Resources> for details.

History Equipment

The History Department has equipment available to students for use on I.S. with the approval of their advisor: oral history kits and video cameras. See the History Department Website at <http://history.voices.wooster.edu/Resources> for details.

History LibGuide

The College Library—and the Reference Librarian for History, Denise Monbarren—maintain a Library Guide for History, with links to important print resources, essential databases, Special Collections, and more. See <http://libguides.wooster.edu/historygeneral>.

Library Consultation

Reference librarians will provide a research consultation to any student working on a research paper (for any course). Students enrolled in Junior and Senior I.S. should arrange a research consultation early in their research. See: <http://www.wooster.edu/academics/libraries/resources/>

The Writing Center

The Writing Center, located in Andrews Library, has been an immense source of support to students writing their Junior and Senior I.S.'s. Take advantage of its resources. Contact the Writing Center early in the semester if you would like to set up a weekly consultation to help in the writing of your I.S. See <https://www.wooster.edu/academics/apex/academics/writing/>

The Learning Center

The Learning Center, located in APEX, provides guidance and support for students struggling with I.S. (for any reason at all). No reference is needed. If you think you need help with time-management, procrastination, planning, etc., don't hesitate to contact the Learning Center directly. See <https://www.wooster.edu/academics/apex/academics/learning/>

Zotero

Software can help students manage their bibliographies, take notes, and format references. In particular, you might consider Zotero, freeware developed for historians by historians. It is available on the web at <http://www.zotero.org>.

SAMPLE I.S. PAGES

ABSTRACT

Pop-up excepteur authentic, microdosing vaporware organic in non exercitation tempor sed et irony dolore master cleanse. Organic ut green juice, truffaut magna culpa bitters VHS. Vaporware messenger bag, VHS organic flexitarian celiac humbledrag cronut et taiyaki microdosing four loko typewriter. Put a bird on it quinoa nisi venmo typewriter salvia roof party blue bottle narwhal mixtape street art dolore pour-over. Waistcoat kale chips nostrud live-edge officia esse. Disrupt marfa aesthetic tbt portland aliqua artisan iceland aute ipsum. Eit next level snackwave beard aliquip esse man braid. Ut helvetica veniam exercitation, qui slow-carb tattooed minim biodiesel. YOLO ut aliqua fixie occaecat, narwhal unicorn before they sold out mollit kombucha. Copper mug shabby chic subway tile do small batch fingerstache health goth. Biodiesel gluten-free banjo pickled, farm-to-table incididunt helvetica ety aliquip duis. Sint mixtape cold-pressed, in selvage kombucha pop-up ea. Exercitation tattooed marfa cupidatat.

The College of Wooster

A Silent Pen is Wakened:
Reviving the Voices of Women Humanists of Late Quattrocento Italy

by

Helen Casey Henderson

Presented in Partial Fulfillment of the
Requirements of Senior Independent Study

Supervised by
Peter Pozefsky
Department of History

Spring 2002

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ACKNOWLEDGEMENTS

First of all, I'd like to thank est excepteur hot chicken cred tote bag fugiat. Authentic nisi crucifix, locavore gastropub plaid pork belly artisan mustache. Pok pok in incididunt 3 wolf moon mlkshk glossier squid id bushwick actually laboris raellette adaptogen deep v ennui. Irony kombucha kitsch aesthetic deep v pinterest. Disrupt letterpress freegan sint woke chicharrones venmo. Reu aliquip in you probably haven't heard of them. Organic elit kombucha quinoa meditation dolor chicharrones literally roof party. Taxidermy pok pok nisi tumblr offal voluptate, dreamcatcher lorem taisyaki enim.

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CHAPTER ONE

William McKinley in Buffalo

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Brooklyn lyft disrupt. subway tile 3 wolf moon bushwick lomo microdosing whatever frute direct trade swag. Eisy hot chicken pabst readymade, chambray ennui mustache. Freegan health goth church-key williamsburg tattooed ad affogato kickstarter esy parianur organic ramps.

Wolf normcore semiotics banjo, put a bird on it whatever taiyaki paleo microdosing aliqua venmo jianbing vegan. In iceland neutra typewriter twee yuccie eu normcore bitters tote bag iPhone slow-carb biodiesel. Esse synth lo-fi, gastropub brooklyn. Pitchfork man braid actually enim raw denim iceland cred venmo quis. Semiotics occaecat cupidatat vape austin single-origin coffee.³

Locavore, Milkshk velit pug, hoodie subway tile pabst heirloom meditation. Kinfolk ex authentic enim fingerstache meditation hoodie gastropub XOXO cray photo booth post-

¹ Mary Lynn Rampolla, *A Pocket Guide to Writing in History* (Boston: Bedford Books of St. Martin's Press, 1995), 21, 26. Hereafter cited as Rampolla, *Pocket Guide*.
² Rampolla, *Pocket Guide*, 32.
³ Shannon King, *Whose Harlem Is This Anyway? Community Politics and Grassroots Activism during the New Negro Era* (New York: NYU Press, 2015), 93. Hereafter cited as King, *Whose Harlem*.

ironic 90's. Sustainable pok pok keytar meh. Next level sriracha williamsburg, tattooed vinyl cupidatat vaporware vexillologist banh mi try-hard.

Going Bananas

As Figure 1.1 shows, o commodo mustache, aint tempor id typewriter incididunt 8-bit forage stumptown pok pok. Sint af ugh blog marfa occupy. Vaporware non fixie, pop-up succulentis VHS shaman bushwick locavore. Church-key etsy swag cronut adipisicing



Figure 1.1 Banana Cookbook [156].
Source: Peter Charman, *Bananas: How The United Fruit Company Shaped the World* (New York: Chronicle Books, 2009), 25.

food truck put a bird on it crucifix air plant. Marfa portland air plant 8-bit venmo health goth minim dolore fanny pack umami flexitarian aute. Quinoa humblicbrag brunch, dolore stumptown commodo cloud bread aliqua you probably haven't heard of them authentic VHS. Laboris authentic locavore, schiltz XOXO everyday carry unicorn esse adipisicing knausgaard nisi kickstarter que.

ANNOTATED BIBLIOGRAPHY

Primary Sources

New York Times, 1895-1910. New York, New York.

Williamsburg poke etsy tumblr 3 wolf moon nostrud. Sunt mixtape consequat, deserunt keytar direct trade tempor kombucha. Prism ut twee, green juice messenger bag copper mug sed quis scenester intelligentsia cloud bread lorem slow-carb lumbersexual. Forage tilde lo-fi bitters fam et listicle. Cornhole kale chips put a bird on it milkshk beard.

Roosevelt, Theodore. *Papers, 1900-1909*. Library of Congress, Washington D.C.

Chartreuse tofu organic chicharrones man bun XOXO brooklyn swag plaid in ut listicle lumbersexual four dollar toast everyday carry. Jianbing man braid 3 wolf moon non pariatur. XOXO subway tile health goth stumptown next level marfa cronut waistcoat migas gluten-free fingerstache yuccit seivage tousled.

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Hettinger, Madonna. "So Strategize: The Demands in the Day of the Peasant Woman in Medieval Europe." In *Women in Medieval Western European Culture*, edited by Linda E. Mitchell, 47-64. New York: Garland Press, 1999.

Gentrify seitan food truck before they sold out cray jianbing taiyaki fanny pack aliqua echo park schiltz palo santo single-origin coffee ethical. Whatever waistcoat bicycle rights 3 wolf moon, pabst hammock voluptate gochujang celiac kogi dolor thundercats messenger bag bespoke chia. Brooklyn dolore mustache, kale chips pabst ennui distillery enamel pin shabby chic farm-to-table in. Shabby chic hexagon kombucha waistcoat meggings cloud bread austin before they sold out tousled health goth. Small batch ipsum typewriter asymmetrical, consequat 3 wolf moon culpa VHS forage nisi pok pok nulla id quinoa nostrud.

Sene, Ibra. "Slavery, History, and Memory: A Report on the African Burial Ground in New York City." *PHARE: Patrimoine & Histoire en Afrique: Recherches et Experiences* 2 (August 2008): 12-15.

Waistcoat ad dolore non. Fingerstache cronut schiltz, sed kitsch godard williamsburg brooklyn photo booth vinyl art party. Enim artisan tth literally taiyaki. Pok pok banh mi labore est mollit fugiat, kitsch sustainable yuccic consectetur health goth cold-pressed fashion axe. Dolor mumblecore knausgaard chillwave you probably haven't heard of them pork belly sartorial kitsch.

ANNOTATED BIBLIOGRAPHY

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A Warning Piece to All Married Men and Women, Being the Full Confession of Mary Hoboy, the French Mistress, Who Married Her Inward in the 2nd of January 1687: Or Also the Cause Thereof. London: George Croon, 1688.

This anonymous physical recounts the murder of Denis Hebeys in rhyming couplets. The account draws upon earlier publications while adding a woodblock print illustration and a long series of fill-in-the-blanks. The story (or poem) is framed in the language of instruction, promising that men and women alike might find "wisdom" in the story of Mary Hoboy.

...

Secondary Sources

Dolan, Frances E. *Dangerous Families: Representations of Domestic Crime in England, 1550-1700*. Ithaca: Cornell University Press, 1994.

Dolan, a Professor of English at the University of California at Davis, has written extensively on marriage, violence, and litigation in early modern England. *Dangerous Families*, her first book, centers on accounts of domestic crime across the late sixteenth and the seventeenth centuries, from the tumult of the Elizabethan period through the Glorious Revolution. Examining domestic assault, homicide, infanticide, and witchcraft in both fact and fiction, Dolan argues that transcripts, pamphlets, galleys, apocryphs, and popular theater. Dolan argues that representations of domestic violence reveal broader political struggles. Early modern English representations of violence, Dolan argues, served to buttress an ordered hierarchy in the face of constant threats of disorder.

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APPENDIX A
TEXT OF NATIONAL INTELLIGENCE ESTIMATE

ON CUBA, NIC 85-62, 21 MARCH 1962¹

THE SITUATION AND PROSPECTS IN CUBA

The Problem

To analyze the situation in Cuba and the relationships of the Castro regime with both the Soviet Bloc and the Latin American republics, and to estimate the prospects over the next year or so.

Foreword

Cuba is new, in effect, surmounted by an iron curtain. Our information on internal developments is not as complete or as reliable as we could wish. On some important matters, it is seriously inadequate. These deficiencies are expressly noted where applicable in the text of this estimate; e.g., paragraphs 19, 30, 106, and 111. In general, the information available is sufficient to support this estimate. The estimate will be under continuing review as additional information is obtained.

Summary and Conclusions

1. The pattern of events in Cuba clearly reveals the historical step by step Communist procedure for attaining complete control of a country. During the past year Cuba has, in effect, gone behind an iron curtain. The regime has thoroughly reorganized its political, economic, police, and military systems in the classic Communist ideological fashion. It has also sought to identify itself with the Soviet Bloc in terms that would obligate the USSR to protect it. The Bloc, however, has avoided any explicit military commitment to defend Cuba. (Para. 17-29)

2. In Cuba there is in process of development a single party organization essentially Communist in character. It is designed to be the means of directing and controlling the operations of the government, the economy, and the mass organizations through which revolutionary indoctrination and leadership are transmitted to the people. Fidel Castro will presumably be the titular head of this organization, but the real political power in Cuba is likely to be vested in a collective leadership including Castro but dominated by a

¹ Department of State, *Foreign Relations of the United States, 1962-1963*, vol. X, Cuba, 286-296, 301. Louis F. Smith, United States Government Printing Office, Washington, DC, 1967, 68c, 215.

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