

SOPHOMORE HISTORY RESEARCH PAPER

Main Task: Write a 3-5 page paper that explores and analyzes a topic's historical importance as it relates to one of the major themes in world history (See the attached list of themes.)

To give your research both **historical context and analysis**, you will...

- need to answer the question, **“So what?”**
- address questions about time and place, cause and effect, change over time, and impact and significance.
- place your paper into **historical perspective, examine its significance in history, and show development over time.**
- include an investigation into available **primary and secondary sources, analysis of the evidence, and a clear explanation of the relationship of the topic to the theme.**
- **Always try to do more than just describe what happened.**
- **Draw conclusions** about how the topic affected individuals, communities, other nations and the world as a whole.

Specific Requirements:

- **Time and Place:** Events 1350 to 1991; World Events, excluding American History.
- **Formatting:** 1” margins, 12 pt Times New Roman Font, TCA Header.
- **Length:** 3-5 pages, 1200-1500 words. Include on your last page before the works cited!
- **Organization:**
 - Engaging introductory paragraph with a clear and concise thesis statement that relates directly to the assigned purpose.
 - Each body paragraphs starts with a clear topic sentence, contains supportive facts, descriptions and analysis, and then concludes with a transition sentence
 - Each paragraph (topic) contains a sufficient level of **in-text citations (paraphrasing and direct quotes)** from quality sources of information.
 - Concluding paragraph helps bring about closure.
- **Sources:**
 - Must use the scholarly articles (J-stor, Pikes Peak “World History in Context”, etc) **and** primary source material throughout the paper.
 - Minimums: 2 scholarly articles, 1 primary source article, 3 print-sources. No personal or commercial websites.
 - **Works Cited Page using M.L.A. Guidelines and formatting.**
- **Grammar:** Follows mechanics of formal writings and is free from grammatical errors (capitalization, punctuation, spelling, common usage errors, etc)

Plagiarism Warning: Plagiarism / cheating policy: “Have the courage to use your own intelligence.” ~Immanuel

Kant

- Do the right things for the right reasons.
- **Plagiarism will not be tolerated.** Plagiarizing is using another’s words without giving credit where credit is due. This includes citing where ideas of the author were paraphrased or included as direct quotes. **Penalty:** Earning up to 50% off for the assignment, a personal contact with parents, and/or referral to the administration for further discipline. If in DOUBT—ask first. Useful Website about MLA and writing in general:
<http://owl.english.purdue.edu/owl/resource/557/01/>

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Your Paper's Topic:

Any one of the themes listed below will be too broad to write a 3-5 page paper. This means you will need to narrow your topic considerably. You can choose a topic that allows you to explore your own interests, whether it is in science, politics, economics, the arts, education—you name it as long as you can make a clear connection back to one of the themes in world history and you can answer the question of “*So what?*”

Inspiration can come from most any place: magazine articles, your textbooks, your overview sheets, the library, or perhaps recent headlines, TV shows or even the latest Twitter feed. As a student, it’s your job to find a topic that you want to find out more about, but you also have responsibilities: to choose carefully and research your topic in ways that best reflect your talents and abilities.

Themes in World History: Here is a list of themes that are significant to the rise of Western Civilization and in some cases a few ideas (not an exhaustive list) to point you in the right direction. You will need to ask yourself: How does your person or event impact one of these themes? Do not feel like you have to answer all the questions associated with each theme...they are meant to guide you to a better understanding of the theme.

THEME 1. REVOLUTION AND REACTION: What long-term ideas or institutions are being overthrown or reinstated? What caused people to make this radical change? What are the positive and/or negative results of the change? *Ideas:* Someone or an event from the French, Russian, or Chinese revolutions

THEME 2. POWER & AUTHORITY: Who holds the power? How did that person or group get power? What system of government is most effective? How does the group or person in power keep or lose power? Could everyone’s interests be served in or by one international government? Why or why not? *Ideas:* James I, Philip II, Louis XIV, Machiavelli, Cardinal Richelieu, Thomas Hobbes, Oliver Cromwell, Cosimo de Medici, Elizabeth I, Henry VIII, Charles V, Peter the Great, Catherine the Great, Otto von Bismarck, Napoleon, Lenin, Stalin, etc

THEME 3. RELIGION AND ETHICAL SYSTEMS: How do religious beliefs impact or influence human behavior and interactions? How do various religious groups interact with one another? How do religious groups react toward nonmembers? *Ideas:* Someone or an event from the Protestant Reformation (Martin Luther, John Calvin, Henry VIII, etc) or Wars of Religion (Henry IV of France, Spanish Armada, Philip II, Thirty Years War, etc)

THEME 4. ECONOMICS: How should scarce resources be distributed in the world? How can economics be a catalyst for and response to change? Does everyone deserve the same standard of living? What is the potential for the world’s environment to sustain a standard of living for each person equal to that of the United States? *Ideas:* Development of Capitalism, Socialism, or Communism. Karl Marx, Frederick Engels, Thomas Malthus, David Ricardo, Jeremy Bentham, John Stuart Mill, Robert Owens, Adam Smith, Factory Acts, Free trade, European Union.

THEME 5. CULTURAL INTERACTION & EXPRESSION: How can cultural interaction or isolation affect a society? Does an expression of art (literature, music, paintings, etc) mirror the era in which it was produced or does it provide the catalyst for change? *Ideas:* Renaissance artists (Michelangelo, Raphael, Leonardo da Vinci, etc); Jacques Louis David (French Revolution), Impressionists painters, etc

THEME 6. CONFLICT AND COOPERATION: What motivates groups to conquer other lands and people? How does a dominating society control and rule its subjects. How should nations or cultures resolve conflicts? Is conflict inevitable? Is peace maintainable? Which is the more natural human state, conflict or peace? *Ideas:* World War I, Cold War, Napoleon, Spanish conquest of the Americas, Imperialism in Africa and Asia

THEME 7. RIGHTS AND RESPONSIBILITIES: Do all humans have natural rights? If so, who or what is responsible for defending or securing those rights? Does an international organization or a foreign country have the right or the responsibility to interfere in the internal affairs of other foreign countries to guarantee such rights? *Ideas:* Someone from the Enlightenment era (Unit 6); French Revolution (Unit 7); or in contemporary times like Nelson Mandela of South Africa

THEME 8. SCIENCE & TECHNOLOGY: What tools and methods do people use to solve the various problems they face? How do people use the knowledge they gain about their world? How do new discoveries and inventions change the way people live? *Ideas:* Someone or an event from the Scientific Revolution (Unit 3) or Industrial Revolutions (Unit 8)

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REQUIRED PRODUCTS AND DUE DATES

1. **Topic Selected = September 4**

2. **Annotated Bibliography = September 29.** (5 pts)

- 3 “quality” sources of background information minimum. More is encouraged. Use print or print-like sources for your information. (Books, databases, encyclopedias, but no personal or commercial websites.)
- Minimum of two relevant scholarly journals or J-stors. (example PPLD: World History in Context – Journal Articles)
- Minimum of one primary source. (Eyewitness account from the time period.)
- MLA format with a brief description after each source citation. *The annotation for each source must explain how the source was used and how it helped you understand your topic. You should also use the annotation to explain why you categorized a particular source as primary or secondary.*
- Sample: <https://owl.english.purdue.edu/owl/resource/614/03/> (Your annotation will be much shorter than the sample provided...normally 1-3 sentences long.)

3. **Annotated Research Notes = October 26** (10 pts)

- Label each page with the source’s MLA citation. Use a separate page for each source.
- **What kind of information to include???**
 - Nothing in history happens in a vacuum. To understand the connections between your topic and the time period, begin reading about the time period and as you read ask yourself questions:
 - Why did my topic happen at this particular time and in this particular place?
 - What were the events or the influences that came before my topic?
 - How was my topic influenced by and how did it influence the economic, social, political, and cultural climate of the time period?
 - All of these questions will help you to build the story of your topic and grasp the historical significance. This will also help you begin thinking about your thesis.
- Keep all information in direct quotations with page numbers (if present).
- Tag your quotes. (Background info, Analysis, or other tags that will help you to organize your info later)
- 30 direct quotes minimum.

4. **Thesis Statement = November 2** (5 pts)

- **Your paper should do more than just tell a story.** Every historical research paper should make a point about its topic. To do this, you must develop your own argument of the historical impact of the person, event, pattern or idea you are studying. The point you make is called a thesis statement. A thesis statement is not the same as a topic. *Your thesis statement explains what you believe to be the impact and significance of your topic in history AND your theme in history.*
- Example: *Topic:* Battle of Gettysburg
Thesis Statement: The battle of Gettysburg was a major turning point of the Civil War. It turned the tide of the war from the South to the North, pushing back Lee’s army that would never fight again on Northern soil and bringing confidence to the Union army.

5. **Paper Outline = November 9** (10 pts)

- Create an outline showing the structure for your paper.
- Include your **thesis statement**, topic and transition sentences, and citations in your outline.

6. **Rough Draft & Peer Editing = November 16** (15 pts)

- The rough draft should closely match the “final” draft criteria.
- Must be reviewed and initialed by two other students.
- Look for content and then grammar.
- Reviewers should identify both strengths and areas needing revision.

7. **Final Draft = November 20** (60 pts)

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NAME: _____

TOPIC: _____.

GRADING CRITERIA

Category:	Description	Score
Content: Accuracy and Sufficiency (20 pts)	<ul style="list-style-type: none"> - Correct and relevant factual information that supports the thesis statement - Establishes and draws upon proper historical perspective - Shows development over time. - Examples address questions about time and place, cause and effect, change over time, and impact and significance. - Information reveals an in-depth and thorough study of the topic. - Derived from both primary and secondary sources of information. 	
Content: Argument Development and Quality (20 pts)	<ul style="list-style-type: none"> - Thesis statement uses active verbs and specific terms. - Analysis and argument directly supports the thesis statement - Does more than just describe what happened. (Does more than just tell a story.) - Clearly explains the relationship of the topic to a larger theme and its significance and impact. - Argument is supported by scholarly view-points in a way that is both clear and concise. - Draws conclusions about how the topic affected individuals, communities, other nations, and the world as a whole. - Argument answers the question of “So what?” 	
Writing Mechanics & Formatting (5pts)	<ul style="list-style-type: none"> - Follows mechanics of formal writings and is free from grammatical errors (capitalization, punctuation, spelling, common usage errors, etc) - 3-5 pages; 1200 – 1500 words. (Includes a word count) - Formatting: 1” margins, 12 pt Times New Roman Font, TCA Header 	
Organization and Style (5 pts)	<ul style="list-style-type: none"> - Thesis clearly and concisely states the paper’s purpose in a single, thought-provoking sentence. - Logical and subtle sequencing of ideas through well-developed paragraphs - Transitions are used to enhance organization - Writing is clear and concise 	
Citations / Quotes (5 pts)	<ul style="list-style-type: none"> - Each citation is properly introduced, formatted, and explained. - Sufficient level of relevant citations to underscore each major assertion. - Uses a minimum of 2 journal articles in-text to support the argument. These journal articles are used extensively to support the thesis and argument. - Must use at least one primary source of information. 	
Works Cited and Sources (5 pts)	<ul style="list-style-type: none"> - Follows M.L.A. formatting guidelines for each source and for creating the works cited page. - Uses valid, balanced, and relevant sources of historical information - A minimum of 3 print-like sources; 2 Journal Articles, 1 primary source of information. 	

Comments:

Total: _____ of 60 pts

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QUICK TIPS ON WRITING BETTER PAPERS AND AVOIDING COMMON MISTAKES...

Note: this is not a comprehensive list. For further guidance, please consult standard sources such as Kate Turabian's *A Manual for Writers* and William Strunk's and E.B. White's *The Element of Style*.

1. **Affect versus Effect:** Learn the difference!
 - a. "Affect" is used primarily as a verb to indicate a physical or observable change, e.g. "The movie *Saving Private Ryan* affected me; I was horrified by the carnage depicted in the attack on Omaha Beach."
 - b. "Effect" is used primarily as a noun, e.g. "The effects of AIDS are well know to doctors." Effect may be used as a verb to indicate the accomplishment of something, as in the example, "Nixon effected a new course in foreign policy."
2. **Passive Voice:** Avoid wherever possible. Use the active voice instead.
 - a. Example: "Mistakes were made in giving money and weapons to the Contras." In the use of the passive voice, not the failure to indentify WHO made the mistakes. The passive voice is often the refuge of bureaucrats who wish to avoid assigning responsibility. Using the active voice, the same sentence might read: "The Reagan administration MADE mistakes in giving money and weapons to the Contras."
3. **Vagueness:** Use specific names, dates, and other facts whenever possible. For example, in the sentence above that refers to the Reagan administration, you should specifically identify mistakes, who made them, when they were made, and so on.
4. **Chronology:** Avoid jumping back and forth in time within your paper.
5. **Tenses:** Most historians use the past tense in their writing. Present and progressive tenses often lead to confusion or complications. Whichever tense you adopt, don't change it within paragraphs!
 - a. Wrong: Isaac Newton developed his law of gravity in 1665. He later publishes this law in 1687 in the *Principia*, which will become a classic book in the history of science.
 - b. Better: Isaac Newton developed his law of gravity in 1665 which he published in 1687 in the *Principia*. His book quickly became a classic in the history of science.
 - c. Use of present tense in history papers is usually confined to references to your source books or documents. "In his monumental history of World War II, Gerhard Weinberg asserts that Japan failed..."
6. **Asserting what you need to prove:** Don't make unsupported assertions. In other words, don't assert as fact something that you need to prove.
 - a. Example: "Communism is clearly evil and is therefore eventually doomed to failure." or "As a military leader, Alexander the Great was more effective than Napoleon."
 - b. Says who? These might be interesting thesis statements, which you might attempt to prove by marshalling evidence.
7. **Propounding the Perfectly Obvious:** Avoid statements that tell us what we already know. Example: "Meanwhile, history was moving on."
8. **Avoid contractions:** In a scholarly paper, you should typically avoid contractions. Spell it out. Don't = Do not, Won't = Will not, It's = It is, and so on.
9. **Use of they're, there, and their; where and were; who's and whose; lead and led.** Proofread carefully enough to catch these mistakes not easily caught by spell check.
10. **Use of "the":** "The" is a useful word, but it may often be deleted with no loss of meaning. Example: "The peasants went to the nobility whenever they needed relief from the clergy's demands." Better: "Peasants went to nobles whenever they needed relief from clerical demands."