

HIST 130: Paper Assignment

Proposal Due Wednesday 3 April @ Class time
Paper Due Wednesday 1 May @ 10:00 p.m.

The ultimate task of students taking Cranks, Reformers, and Radicals in Victorian Britain is to write a paper about a person living in Victorian Britain (which includes Ireland, for various reasons) and their efforts to change the world. They can be a person working in any field, who can have tried to affect society in a big or small way, and they can be of any background (class, gender, race, religion, etc.). It also does not matter if their efforts to make an impact on society worked or were considered to be failures.

Because this is a 100-level course, we have specific learning objective to achieve. In particular, you will be learning how to critically analyze and interpret primary sources, and then construct history using these sources. When you encounter sources that provide different interpretations of the person you are studying, you will need to compare and contrast these sources. Everything in the course has been designed to help you build these skills a step at a time, just as other historians have been doing for centuries (with the benefit of 21st-century technology, of course).

Proposal:

You will need to write a 1-2-page proposal that explains who the person is you have chosen to study, where they are from, what they did to try to alter society, and why you have chosen them. You should follow that up with a discussion of what you expect to find in your research or any challenges you think you might run in to. Unlike your final paper, you can write the proposal in the first person. You will need to bring **TWO** copies of your proposal with you to class on April 3rd, one to hand in to Dr. Myers and one that a classmate will give you feedback on (which will also be handed in). See formatting guidelines on reverse.

Primary Source Analysis & Peer Reviews:

The basis of your paper will be the primary source analysis we will be working on together as a class. You will be assigned to prepare your sources either on Monday/Wednesday or Tuesday/Thursday. On the other days, you will provide Peer Reviews.

Step #1: Find a source.

Step #2: Complete an analysis worksheet. A link has been provided for you at the course webpage to the National Archives Document Analysis Worksheets, and it will be up to you to use the appropriate worksheet for the type of source we are working on. You can either type the answers in and then print the sheet, or print the sheet and write them in by hand.

Step #3: Print off the source you are analyzing so that you can have it with you in class. If it is a long newspaper article, for instance, you can just print the first page of it.

Step #4: Present your source on your assigned day. Sometimes this will be done to the whole class, and sometimes in small groups.

Step #5: On the days you are not presenting, you will be providing feedback to your peers. I will provide you with Peer Review Sheets in class.

You will analyze 6 sources and provide feedback for 6 sources, but only 5 of each will be counted toward your course grade (in other words, the lowest grade will be dropped).

Additional sources:

It is unlikely that you will have enough information on the person you are studying to write your final paper based just on the 6 sources you analyze for class. As a result, you will need to find at least **FOUR** additional primary sources (for a total of 10 sources) to utilize in your paper. These sources can come from the same locations you have used for class (newspapers, Victorian Journals, and *Punch* being the most obvious choices for additional information) and it is probable that you will find more than one source that interests you as you pick on to discuss in class. And it is fine to use any other primary sources you would like, and to use well more than 10 in total if you like. Do all the research you like. ☺ You are not required to fill out analysis forms for any additional sources, but it is recommended.

The Paper itself:

Your paper will need to be at least 1000 words in length, with no use of the first person. You must use *Chicago Manual of Style* footnotes for all the information you utilize (see details below). In your introduction, you will need to have a clear thesis statement that explains who is being studied and what the paper will be attempting to prove. You should then move on to your supporting evidence, which will make up the bulk of your paper. Each paragraph should focus on a single sub-issue related to your overall argument. Finally, your conclusion should discuss why the person is important to someone's overall understanding of the Victorian Era.

Optional proofreading session:

Class on May 1st will be devoted to proofreading papers. If you would like to have a classmate or two read over your paper to help you catch typos, bring a copy with you, and be prepared to do some proofreading yourself. ☺

Formatting guidelines:

Papers and proposals must be typed, double-spaced, and in 12-pt. font with 1-inch margins.

References:

For any piece of information or ideas you use from a source, you must provide a reference. Let me repeat that...for *any* piece of information or ideas you use from a source, you must provide a reference. In addition, you must place quotation marks around any direct wording you take from a source, even if it is only three or four words. As a general rule, you should have at least one footnote per paragraph in your paper. You may list more than one source in the footnote to save you making too many of them, but you must have all the knowledge you have "borrowed" properly cited. To insert a footnote, place cursor at the end of the sentence and do as follows:

- In the newest version of Microsoft Word (for Windows)...go to the Reference tab.
- Click on "Add Footnote..."
- Automatically a new "footnote" will come up at the bottom of your paper, set to the correct footnote number you should be on. At that point you will type in your reference information according to *The Chicago Manual of Style*/Turabian. After you are finished, you can move your cursor back to the main text of your paper with your mouse. It is also good to know that you can cut, paste, and copy footnotes just as you can any other text (by highlighting the number in the paper itself and performing whichever function you need).
- Footnotes are normally in 10pt. font.
- Do not change the default settings the computer uses for your footnotes, they should all be correct already.
- Finally, footnotes are **not** footers and should **not** be in your footer.