THE COLLEGE OF WOOSTER

DEPARTMENT OF HISTORY INDEPENDENT STUDY HANDBOOK 2025-2026

TABLE OF CONTENTS

I. INTRODUCING THE I.S. PROCESS

> 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, "...[I]t invites all students to come to their best in terms of their own talents."[1]

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 students meeting weekly with their faculty advisor. Advisors are assigned taking into account students' interests, workstyles, and intended output as well as faculty expertise and workload.

For us, your History professors, mentoring you in your Independent Study project is one of the most rewarding things about teaching at the College of Wooster. I.S. is your opportunity to devote a year to exploring an aspect of the past that you choose. As a result of the process, you will no longer be simply students of history. You will all become historians. This is the culmination of a great deal of hard work that you have already done, including the classes you've taken, the books you've read, the papers you've written, and the many discussions you've had with your friends, roommates, classmates, and professors.

The History Department offers you this handbook as a tool to help you understand the I.S. process in both the Junior and Senior years. It provides practical 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**.

The I.S. process begins officially with your filling out the required questionnaire about your interests and your preparation. **Please use these links to complete the questionnaire no later than Friday, August 22nd:**

HIST 401 Junior I.S. Fall and Spring: https://forms.office.com/r/ebA9MEHAWW
HIST 451/452 Senior I.S.:   https://forms.office.com/r/PedhSYSuL0

Following your submission of this questionnaire, the department will notify you about your assigned adviser. You should hear from us during the first full week of the semester (Aug. 25-29). All seniors should make an appointment to meet with your advisors as soon as the list is posted. Juniors registered for Hist 401 in the fall should also make an appointment to begin work as soon as possible. Juniors planning to register for HIST 401 in the spring should schedule at least one meeting with your advisors this fall. Juniors studying off-campus in the fall should at

---

[1] *Faculty Handbook 2023-2024*, Chapter 3, p. 12, https://inside.wooster.edu/academic-affairs/resources/handbook/. Accessed 13 August 2023.

least contact their advisors by email.

Your I.S. advisor will now become your academic advisor, and you will need their consent to register for spring classes or to approve changes in your fall schedule. (Note that this change can take some time for the registrar to process, so don't be alarmed if your Ellucian Self-Service profile continues to list your former adviser.)

Your advisor may be a faculty member you know well or someone you have yet to meet. In either case, your relationship with your I.S. advisor is an important one, so please cultivate it. "Independent Study" can be something of a misnomer; students don't simply head off to the library to work independently and return with a finished paper on I.S. Monday. You will work closely with your advisor at every step of the way: 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, to work out your own interpretation of your subject, and to improve your writing. Your I.S. advisor will also offer explanations of the advice outlined in this handbook. Also, please remember: even after you have begun to work with your advisor, **you should consult with other members of the History Department, as well as specialists in other departments whose work may have some relationship to your I.S. project.** The more knowledgeable people with whom you discuss your work, the better your work will be. Make I.S. an opportunity to learn how to network. Take advantage of all of the resources that we have here.

As soon as you and your advisor are clear on what your topic is, you should make an appointment with a reference librarian, who can help you identify primary sources, secondary sources, databases, and other resources 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. Use this link on the library website to make the appointment.

SOME ADVICE FOR I.S. SUCCESS

1) It is a bad idea to use your I.S. as an opportunity to learn about something you know nothing about. You will be much more successful building on a foundation of existing knowledge. **We strongly advise against attempting to write an IS in a field in which you have taken no courses.** If you choose to do so, expect to spend a good part of the summer between junior and senior years completing the necessary background reading.

2) It is not true that you need to pick a topic that no one has ever studied. In fact, 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. Be assured that as you progress, you will narrow and personalize your topic in a way that will make your research original.

3) In addition to your topic, you will also need to decide the *format* of your IS. We encourage

students to consider a wide range of potential outputs, ranging from a traditional, multi-chaptered academic thesis to critical lesson plans, documentaries, works of fiction, etc. Think about the kind of work that you want to produce after graduation and consider how IS can be a path to developing and showcasing your skills in that area. Students undertaking a "non-traditional" project should work closely with their advisers to set out which elements will be required to ensure that the IS demonstrates the kind of critical engagement with historical sources that the department expects.

4) Your weekly I.S .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, let your advisor know! Cancel – and reschedule – as soon as possible.

5) Don't wait until you finish all of your research to begin writing! The longer you wait, the harder it will be to start. It's too easy to be trapped in "I just need to do a little more research." Start by writing three to five pages the first week and write a little more every week after that. This early writing won't be polished, but the only way to produce a polished and incisive finished product is to start with a messy draft. Remember that *writing is thinking.*

6) That said, don't ever *stop* researching! You will end up doing a lot more research than will actually show up in your writing, but it is only by reading multiple sources on a topic that you can develop a full understanding. New insights that you develop can shape subsequent drafts and sharpen your argument.

7) Organization is an essential part of I.S. You need to organize your time, space and work effectively. **This takes effort.** 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 deadline 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.

8) 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.

9) Apply for departmental and college-wide grants to support research-related travel. Your adviser can work with you to develop potential projects and to navigate relevant deadlines.

10) Two excellent resources to help you in the I.S. process are the books required for every student taking either Junior or Senior I.S.: Mary Lynn Rampolla*, A Pocket Guide to Writing in History* and Wayne C. Booth, *The Craft of Research*. 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 historical argument. It offers helpful advice on how best to support your argument with appropriate evidence, and how to write an effective introduction and conclusion. If you don't have a copy of these books already, please buy them and start to read them. They will prove invaluable throughout the I.S. process.

If you have questions at any point during the year, please don't hesitate to contact me. You can schedule an appointment here. If you cannot make it to my regular office hours, you can also email me at cwelsch@wooster.edu. I look forward to meeting with you.

With best wishes for a successful and satisfying I.S.,
Christina Welsch
Robert Critchfield Chair of English History

II. I.S. AND THE HISTORY DEPARTMENT LEARNING GOALS

We all study history because we love it. Understanding the past is, for us, endlessly fascinating. But by the time you begin junior I.S., you have already learned that the narratives you read about the past are carefully researched and crafted products, and that the overall purpose of studying history at the college level is to learn to examine and analyze those narratives. I.S. is your chance to produce your own critical narrative on some topic of interest to you.

To shape your education as historians, the History Department has adopted a set of Learning Goals that are integrated into all of your courses and into your I.S. work. These Learning Goals inform how you approach your I.S., what you are expected to accomplish within your I.S., and how your I.S. will be evaluated.

The Department of History adopted these Learning Goals in November 2023:

CORE CONCEPTS, CRITICAL SKILLS, KEY COMMITMENTS
LEARNING GOALS FOR THE DEPARTMENT OF HISTORY

THE ETHICAL COMMITMENTS OF HISTORIANS
Hi

Students who engage in the study of History at The College of Wooster are asked to acknowledge the responsibility that comes with telling the story of how human societies have navigated the challenges of the past. This means that students must maintain the highest ethical standards in collecting and analyzing their sources as well as in sharing their findings. These findings matter because history is often mobilized by those in power, and this use must be challenged and critiqued in local and global communities.

Students of History are called to recognize the centrality of historical perspective and historical thinking to understanding and acting on contemporary issues and problems. As active citizens of the world they are expected to use their skills as historians to develop positions that reflect

Learning Goals

1. Apply Historical perspective and historical thinking to the world you live in, so that the study of the past can empower you to act for a more equitable, just, and inclusive future.

2. Synthesize facts into multiple overlapping – often competing – narrative histories of particular peoples, places, and periods, with a recognition of how power and difference operate in these narratives.

3. Analyze primary sources representing diverse historical perspectives considering the power at play in their creation, as well as the creator's point of view, persuasive intent, use of evidence, credibility, and relevance.

4. Discuss the hierarchies at play in the preservation, curation, and accessibility of historical sources.

5. Synthesize the historical arguments of other scholars.

6. Evaluate the provisional nature of historical knowledge and revise analyses and narratives when new evidence requires it.

7. Craft substantive, open-ended questions about the past and develop appropriate disciplinary research strategies (incorporating both secondary and primary sources) to answer them.

8. Skillfully communicate their historical research in a variety of formats and apply historical knowledge to problem-solving, using appropriate communication strategies and technologies/digital tools.

deliberation, cooperation, and diverse perspectives in the struggle for a more just and equitable society.

THE CORE CONCEPTS OF HISTORY AS A DISCIPLINE

Historical knowledge is the product of a conscious interpretation of the transformations in the evolution of human societies of all times, and may be culled from print, writings, material evidence, oral traditions, visual, digital, and many other types of sources. As a consequence, the Department of History at The College of Wooster trains students to develop different ways and tools for assessing and interrogating these sources. Chief among these ways and tools is historical empathy, especially given that students are dealing with people characterized by multiple categories of difference.

Historical thinking involves a deep engagement with that diversity of human experience as well as with the interpretive frameworks through which diverse societies have been defined. As a department committed to the development of historical thinking skills, 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 and its application to current issues includes but is certainly not limited to: formulating appropriate and interesting historical questions; understanding cause and effect with multiple lines of causation; and understanding structural inequalities in the varieties of historical experience.

THE CRITICAL SKILLS OF HISTORY AS A DISCIPLINE

Students who complete the major in History at Wooster should be able to demonstrate Critical Reasoning Skills, particularly research skills that historians use to investigate and explain the past, and solve problems. As a discipline, history requires a deliberative stance towards the past; the sophisticated use of information, evidence, and argumentation; and the ability to identify and explain continuity and change over time. Whether in academic or public facing context, history's professional ethics and standards demand peer review, citation, and acceptance of the provisional nature of knowledge.

Students who complete the major in History at Wooster should be able to demonstrate Clear Communication Skills. This communication may include written, oral, visual, and digital presentations of findings. As a public pursuit, history requires effective communication to make the past accessible. History both preserves and challenges collective memory and should inform decision-making in the present. Historians have a responsibility to communicate their findings in fair and honest ways.

III. JUNIOR INDEPENDENT STUDY

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.

Faculty agree that the strongest I.S. projects are grounded in prior course work, so that students come to the I.S. process possessing a firm grounding in the history of their area, time period, or methodology. We strongly recommend against attempting to write an I.S. on a subject with which you are completely unfamiliar. Faculty advisors may tell students that an I.S. proposal is completely impractical and that they must choose another topic.

GENERAL REQUIREMENTS
Due date: The Junior I.S. is due by 5:00 pm on the last day of classes in each semester.
Fall 2024 deadline: Friday, December 5, 2025.
Spring 2025 deadline: Tuesday, May 5, 2026.

These deadlines are set by the department and cannot be extended by your adviser except in extraordinary circumstances.

How to submit: You must submit a digital copy of your Junior I.S. project to your advisor by the appropriate deadline. Ask your advisor whether they require it in Word format or as a pdf. Your advisor may also require a printed copy of your final project: please check with them to confirm. Please keep a copy to share with your Senior I.S. advisor.

Length: Most Junior I.S. projects should be between 25-30 pages, excluding figures, appendices, and bibliography. Please work with your adviser to determine specific expectations, especially if you are completing a non-traditional project.

Documentation: The Junior I.S. must include proper citations in Chicago-style footnote format. (See Section VI on documentation, as well as the Special Note on Generative AI below.)

JUNIOR I.S. MEETINGS
Students meet weekly with their advisors for guidance and assistance. 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. Your adviser may also ask you to explain and to discuss concepts in your writing or research, both to help you to develop your thinking on the topic and to give you practice with the kinds of questions you can expect during your junior poster presentations and, looking ahead, during your senior oral examinations.

Missing more than two I.S. appointments without contacting the advisor in advance is grounds for failure, and missing more than four appointments—excused or unexcused—places you in contravention of the college's attendance policy, which states that any student missing more than a quarter of regular classes cannot pass a given course.

Note: The advisor's role is to edit content, not writing. Your advisor may require you to review your written work with a consultant at the Writing Center before submitting it to them. Even if your advisor does not require it, taking your drafts to the Writing Center is always a good idea.

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 project, as well as the effort you put into your work. There will be a very significant penalty for missing I.S. appointments or the mandatory Junior I.S. Workshops without previous arrangements.

Of course, physically attending a meeting with your adviser is not sufficient. Successfully completing IS requires students to provide written work each week for discussion. Advisers will work with students to determine what work will be expected each week and how it should be submitted. Revising and sharpening your work on the basis of feedback from your advisers is an essential component of an IS. Arriving unprepared—with no work to show or to discuss—week after week only to "complete" an IS project in a burst of activity at the end of the semester is not an acceptable approach to Hist 401 and will result in a failing grade absent extraordinary circumstances.

HIST 202-16: COMMUNICATION SKILLS IN HISTORY

All juniors are strongly encouraged to take Hist 202-16 (Communication Skills in History) during the semester they complete Junior IS because it reinforces both departmental relationship building and strengthening their history communication skills. However, if a student is not able to formally enroll in the 0.25 credit workshop, they still are required to attend and complete the work for the Thursday sessions devoted to creating and displaying a Junior IS poster. The Junior IS poster session, generally held in the thirteenth week of the semester, is a **mandatory** component of Hist 401. Students with questions or conflicts related to the Hist 202-16 workshop should contact the chair (Prof Christina Welsch) as well as their adviser as early as possible in the semester to discuss alternate arrangements.

JUNIOR I.S. MODELS

Students enrolled in Junior I.S. have a choice of several models of original work.

1. Prospectus (recommended)

The department strongly encourages students to consider producing a prospectus for their junior IS work. In effect, this is a lengthy, critical research proposal for your senior IS. It allows you to gain familiarity with key sources and debates around your topic as well as to plan a more robust research methodology. Even if you decide to change topics, the experience of producing a prospectus will still facilitate the process of thinking through and structuring a senior I.S. A prospectus is also a useful option for students envisioning a senior I.S. in some format other than a standard written research paper. A prospectus is also an excellent way to develop a plan for

research travel that might be supported by departmental and college-wide funds.

In general – with slight variations among members of the History faculty – you may expect your prospectus to include the following sections:

Title: A prospectus is a "pitch" of your research. Give it a snappy title!

Abstract (200-250 words): This is a *brief* statement of your historical question, its significance, your conclusions, and how you reached those conclusions

The Historical Question: Describe your historical topic and the *specific* question you intend to explore within it. Why is this question significant? How do you intend to answer it? This assignment will likely serve as a preview for your discussion of primary sources and historiographical debates below. You may use your initial abstract as a model for this section.

Methodology: What critical tools do you plan to use to answer this question? Is your I.S. political history, social history, cultural history, gender history, environmental history, or some combination of the above? This should help you to plan how you will approach your sources and the existing literature. It should be informed by current historiographical debates, the nature of your question, and the nature of the sources you plan to examine.

Historiography: What different bodies of historical literature are relevant to what you are doing? Has much been written on your precise topic? What have historians argued about it? How will your work fit into the existing discussion of your topic? This is a discussion of current theories and debates in secondary sources.

Primary Sources: An overview of the primary sources that you will examine and the questions that you will ask of them. What sources have you found? What do you hope to find? What questions will you bring to these sources? You should use this to identify specific archives and collections you hope to explore. It can serve as the basis for a Copeland Fund application.

Narrative: A historical overview of the time, people, and place you're investigating. What background events do your readers need to understand to engage with your historical arguments? What is the broader context in which your primary sources were produced?

Research Plan/Chapter Outline: This is a draft outline for how you will structure your Senior I. S. project. What avenues of inquiry will you focus on and how will you bring your sources into conversation with each other? When will you complete key milestones in your research and writing?

Conclusion: This should lay out what you hope to uncover in your research. For example, you may lay out your central ideas on the topic and articulate a hypothesis. You may also consider using this space to sketch out the broad significance of your project.

What are the stakes that make your question worth asking?

Annotated Bibliography: Your annotated bibliography should include short descriptions of the content and value of <u>all</u> sources—primary, secondary, or tertiary—that you have consulted to date.

2. Research Paper

In some circumstances, students may prefer instead to complete a traditional research paper during Hist 401, for instance, if a student pursuing a double-major is interested in pursuing research on a topic that cannot be extended into Hist 451-452. Students interested in a research paper should keep in mind that a traditional research paper involves, essentially, A doing all the steps to create a prospectus and then actually carrying out the research, reaching a conclusion, and writing it up in a well-crafted narrative. A research paper generally includes these sections:

Title: A good title clearly identifies and points to the historical question you are examining.

Abstract (200-250 words): This is a *brief* statement of your historical question, its significance, your conclusions, and how you reached those conclusions.

Introduction: An introductory chapter provides the reader with a road map of your paper: your thesis, its significance, a summary of the historiography to date, your choice of sources, and your key arguments.

Body chapters: A Junior I.S. typically requires no more than two or possibly three chapters of content.

Conclusion: Your conclusion sums up your findings and may suggest avenues for further research.

Annotated Bibliography: Your annotated bibliography should include short descriptions of the content and value of <u>all</u> sources—primary, secondary, or tertiary—that you have consulted.

3. Historiography Paper

As historians we know that there is no such thing as *the* single definitive narrative of the past. The process of writing history is a never-ending conversation among historians that goes on both diachronically and synchronically. Historians are always in dialogue with their primary sources, their predecessors, and their contemporaries, and historical change itself creates the need for new understandings of the past. For this reason, there are numerous debates among historians about how to understand events of the past. A Junior I.S. historiography paper requires you to summarize, analyze critically, and evaluate a significant historiographical debate. A historiography paper may be of particular interest to students who want to investigate the relationship between the historian as an individual located in a particular time and place, and the narrative that historian creates.

If you choose this model, you will work with your advisor to create an appropriate outline.

4. Primary Source Analysis

Knowing how to read a primary source, in order to learn from it about the past, is the historian's most essential skill, requiring deep knowledge of the source's context and the ability to analyze and reflect critically on the relationship between the source's content and its context. For example, the anonymous typescript of a rather silly satirical play, found among papers from the early twentieth century, turns out – after research into relevant primary and secondary sources – to offer a window into debates on serious contemporary issues. This sort of paper does not require a serendipitous archival find. Old newspapers, magazines, letters, diaries, popular songs, and more are just a few of the types of primary sources one can investigate.

If you choose this model, you will work with your advisor to create an appropriate outline.

Students who are interested in developing a more creative or otherwise non-traditional project are encouraged to consider one of the above models for Hist 401 to lay the groundwork for a robust and rigorous senior IS project.

IV. SENIOR INDEPENDENT STUDY

Senior Independent Study (History 451 and 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. Here, for example, are some titles from the last few years. For access to all of our students' projects of the last decade, go to the College's Institutional Repository.

* Ascent Of Giants: Using Historical Fiction As An Accessible And Comprehensive Format For Teaching History Within The Classroom And Beyond
* Contested Commemoration: The Relationship Between Politics and the Memorialization of the Second World War in Polish Literature, Cinema, and Museums (1945-Present)
* The Female Perspective: An Investigation Into How the Reconstruction and Efficacy of a Gynecological Fertility Recipe Unveils Female Voice in the Hippocratic Corpus
* Grotesque Cultural Exchange: A Study Of Japanese Fashion History
* "Marching Mothers": The Battle for Desegregation in Cleveland Public Schools, 1957-1976
* Motor City Madness: Class, Race, And Postwar Suburbia
* The Nana Yaa Asantewaa War: Analysis of the Political Institutions of the Asante during The War Of The Golden Stool and the Existing Narratives
* "Othering" the Irish: English Vilification of the Gaelic Irish during the Tudor Conquest
* The Play's The Thing: An Analysis Of Professional And Amateur Queer Theater From 1967-1987 Through The Lens Of Star Trek: The Original Series Fandom
* Remembering the City: An Augmented Reality Reconstruction of Memory, Power, and Identity in Ho Chi Minh City through Cartography & Architecture
* Saints, Shrines, and Souvenirs: The Effects of the English Reformation on Pilgrim Badge Use
* Sioux Resistance: How The Lakota, Dakota And Nakota People Maintain Their Fight Against The United States For Sovereignty And Land
* Sweet Home Chicago: The Movement of the Blues from Mississippi to Chicago and How that Changed the Music
* Whitewashed: A Look into the Evolution of Race Conversations in American Classrooms
* Whose Line is it Anyway? Rhetoric, Pathology, and the Jewish Race in Late Victorian England

SENIOR I.S. MODELS
There are multiple models for presenting historical research. In the past, Wooster students have successfully completed their Senior I.S. by producing a film documentary, mounting a public exhibition, creating a website, writing and recording a podcast, writing a historical novel, developing a high school curriculum, creating a digital exhibit, and more. These projects reflect our commitment to sharing students' historical research with a larger audience.

Regardless of IS format, early in the first semester, all students should work with their advisors to develop a plan for the format and content of their Senior IS project. Your plan should set out a description of your topic and your approach, a statement of what you will produce, an explanation of your methods, and how your project will fulfill the Senior IS learning goals. All students whose projects include digital components or in-person exhibitions must meet with the Digital Curation Librarian to formulate a preservation plan to archive their work.

GENERAL REQUIREMENTS

Length: A written Senior I.S. should be no less than 50 and no more than 60 pages, excluding figures, appendices, and bibliography. This requirement will be modified appropriately for students choosing to present their research in some alternate format in consultation with their advisor.

Documentation: The Junior I.S. must include proper citations in Chicago-style footnote format. (See Section VI on documentation.)

Content: Regardless of format, the senior I.S. must include:
1. a 150-250 word abstract
2. an Introduction that includes the following:
   a. your thesis
   b. an explanation of how you chose your primary source(s), i.e., which sources did you include and which sources did you exclude, and why?
   c. your analysis of the most important historical debates around your topic
   d. an overview of your research question and the main argument of each chapter of your project
3. an annotated bibliography including all your sources

SENIOR I.S. MODELS

There are multiple 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, creating a website, writing and recording a podcast, writing a historical novel, developing a high school curriculum, creating a digital exhibit, and more. These projects reflect our commitment to sharing students' historical research with a larger audience.

Regardless of IS format, early in the first semester, all students should work with their advisors to develop a plan for the format and content of their Senior IS project. Your plan should set out a description of your topic and your approach, a statement of what you will produce, an explanation of your methods, and how your project will fulfill the Senior IS learning goals. All students whose projects include digital components or in-person exhibitions must meet with the Digital Curation Librarian to formulate a preservation plan to archive their work.

THE SENIOR I.S. ROUTINE

Advising 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, and missing more than four appointments—excused or unexcused—places you in contravention of the college's attendance policy, which states that any student missing more than a quarter of regular classes cannot pass a given course.

Note: The advisor's role is to edit content, not writing. Your advisor may require you to review your written work with a consultant at the Writing Center before submitting it to them. Even if your advisor does not require it, taking your drafts to the Writing Center is always a good idea.
Schedule: 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.

Workload: We expect that I.S. will constitute about one-third of a student's total workload, requiring a minimum of **12 to 15 hours per week.** 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.

SUBMITTING YOUR SENIOR I.S.
HIST 451: For written projects, students must submit an acceptable outline of their proposed project; at least one revised and polished chapter; a complete draft of an additional chapter; and a significant portion of their annotated bibliography to their advisor by 5:00 on the last day of classes. Be sure to ascertain whether your advisor wants a pdf, a Word document, and/or a hard copy. For projects involving other media, the student and the advisor should agree early in the semester on what work needs to be completed in order to receive the passing grade of SP (Satisfactory Progress). Failure to meet these requirements will usually result in a grade of NC (No Credit).

Fall 2024 deadline: Friday, December 5, 2025.
Spring 2025 deadline: Tuesday, May 5, 2026.

HIST 452: Your completed I.S. must be submitted to the Registrar's office by 5:00 pm on the first day of classes following spring recess, which this year is **Monday, March 30, 2026.** For students enrolled in HIST 452 in the fall semester, the deadline is **Friday, November 7, 2025, by 5:00 p.m.**

The College requires digital submission of all Senior Independent Study theses. Here is the link to the Registrar's website with the instructions. You will also receive the same information via email during the school year. Please note that while the College requires your thesis to be submitted as a pdf, your advisor may request a Word document copy.

Your advisor and you will need to make arrangements with the Registrar and with the Library staff to submit any I.S. sections in alternate media.

ADVISOR FEEDBACK PRIOR TO SUBMISSION
Remember that your advisor is not going to stay up to read that full draft you submitted for feedback the day before IS Monday! The Department requires that you submit a complete draft of your Senior I.S. to your advisor at least two weeks before spring break, i.e., by **Friday, February 27, 2026**. For students enrolled in History 452 in the fall semester, the corresponding

Do not expect editorial comment, guidance, and advice on drafts of the thesis or versions of the project submitted after these deadlines. **Students will not receive feedback over spring break.**

MISSED DEADLINES

A late thesis is automatically graded "I" for incomplete. After consulting with the student's advisor, the Dean for Curriculum and Academic Engagement (currently Dean Bowen) may grant a two-week extension of the normal deadline. Note that 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.

ORAL EXAMINATION

The oral examination, conducted by the student's advisor and a second faculty member ("second reader") from the Department, is the culmination of the Senior I.S. experience and plays a significant role in determining the final Independent Study grade. (For double majors, the oral exam is conducted by both advisors.)

The second reader prepares a written evaluation of the student's project. The written evaluation is designed to raise questions for discussion during the oral exam and will be provided to the student at least 48 hours prior to the oral examination. It will include questions and comments about the following points: originality and significance of the topic; depth and sophistication of work; historical argument and use of evidence; selection of primary and secondary sources; interpretation of primary and secondary sources; research and documentation, including annotated bibliography; style, organization, and structure; technical errors; and possible omissions (i.e., areas that should have been dealt with).

At the I.S. oral examination, the student is expected to respond to the second reader's critique and any other questions the two faculty examiners may raise. The student may also be asked to answer broad questions regarding the discipline and its relation to his/her liberal arts experience at Wooster. Following the Oral Defense the student may be required to make minor alterations to the thesis.

If the advisor and the second reader agree that the Senior I.S. is unsatisfactory, no oral examination will be held.

HISTORY DEPARTMENT CRITERIA FOR EVALUATION OF SENIOR I.S.

Underlying evaluation of the Senior I.S. is the fundamental question of how well the completed I.S. and the Oral Examination reflect the student's attainment of the History Department's Learning Goals. (See Section II above.)

The Senior I.S. will be evaluated according to these criteria:
1. Historical Question: Does the project articulate a significant and appropriate historical question?
2. Argumentation: Does the project articulate a clear thesis and develop a clear argument in relation to that question?
3. Working with Primary Sources: Does the project make critical use of appropriate

primary sources? Does it consider the strengths, limits, and context of given sources?

4. Historiography: Does the project demonstrate familiarity with relevant scholarship? Does it engage with this scholarship critically?
5. Conclusion: Does the project include a clear conclusion, restating key findings and articulating implications, limits, or avenues for further research?
6. Mentorship & Collaboration: Did the student work effectively with their adviser, arriving prepared to meetings and considering relevant feedback to develop and to revise their project?
7. Historical Communication: Does the IS make use of a form and style appropriate for the intended audience?
8. Citations & Bibliography: Are sources appropriately cited throughout the project? Does the IS include a complete and clear bibliography?
9. Spelling, Grammar, Format: Does the IS follow the guidelines of the handbook? Is it clearly written with evidence of careful proofreading?

Honors: The I.S. goes beyond expectations, excelling in multiple criteria above, especially those related to argumentation, primary sources, historiography, and communication.
Good: The I.S. meets expectations in all of these criteria and may excel in one or two areas.
Satisfactory: The I.S. meets most criteria adequately but may have distinct weaknesses in one or two areas.
No credit: The I.S. is seriously deficient in one or more of these criteria and has no compensating strengths in others.

GLOBAL AND INTERNATIONAL STUDIES MAJORS

As a GLIS major with a History Home Department, you will complete your Senior Independent Study in the Department of History. 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. Your preparation for I.S. – and the very structure of your work in the major – is distinct. The expectations of your Senior I.S. are therefore distinct.

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

1. Address a topic in an area of international relations: global, transnational, or international phenomena; state relations; war and peace; diplomacy; foreign relations; international organizations; multinational corporations; migrations; etc.

2. Integrate at least one of the other disciplines in the GLIS major (Economics or Political Science) in at least one significant way. Your I.S. 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.

3. Integrate your foreign language study in at least one significant way. Your I.S. 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 at least one 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?

V. RESEARCH

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?[2]

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. Think carefully about the implications of whose voices you include, and whose you exclude, as well as the political and social dynamics at work in the preservation of the source. (Who wrote it down, who kept it, and why?) Remember that you will need to address this question explicitly in your completed I.S.

SCHOLARLY SOURCES

Very early on in your research you should identify the most important scholarly 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. Again, think carefully about the implications of whose voices you include, and whose you exclude.

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 they came. All that information is essential for correct documentation.

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 is an easy-to-use and powerful tool for managing note taking and citations. Use this link to access Ed Tech's support for using Zotero. Follow the links there to see when they have scheduled workshops on using it.

---

[2] Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, 7th ed. (Boston: Bedford Books of St. Martin's Press, 2012), 10ff.

LIBRARY COURTESY

Any book kept in an I.S. carrel for any length of time must be signed out. We cannot impede the library's ability to function, or waste our librarians' time by forcing them to search for a book missing from the shelves because a student failed to sign it out.

PLAGIARISM

Plagiarism is "copying or imitating the language, ideas, and/or thoughts of another and passing off the same as one's original word."[3]

It is plagiarism to neglect identifying any quotation with quotation marks in the text and the source identified in a footnote.

It is plagiarism to use any complete sentence, sentence fragment, or sequence of three words or more from a work that is not your own without quotation marks and without proper citation. This includes words taken from reference works, online sources, and other students' work.

It is plagiarism to use any idea or argument from a work that is not your own without acknowledging the source of the idea in a footnote.

For a fuller discussion of plagiarism and examples of what does or does not cross the line from original work to plagiarism, see Chapter Six: "Plagiarism: What It Is and How to Avoid It" in Mary Lynn Rampolla, *A Pocket Guide to Writing in History*. Your advisor and second reader will assume that you have familiarized yourself with 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.

---

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

A SPECIAL NOTE ON GENERATIVE AI

The department is aware that generative AI tools are an emerging and evolving set of products. How to use these products ethically as a student (and a scholar) is an ongoing conversation occurring throughout the field of history, as well as in other disciplines. You may already have incorporated AI tools into your work process, but you should also be aware of their real limitations and costs. Mainstream LLMs (such as ChatGPT) require substantial resources, both environmental and intellectual. Many people criticize such tools as ecologically wasteful, while others have protested against LLMs' incorporation of copyrighted materials as training data without paying or seeking permission from creators. At the same time, the History Department recognizes that these tools are widely used. These guidelines are intended to provide a framework for how to approach these resources ethically as it relates to individual academic integrity.

Remember that generative AI tools work through statistical modeling, producing textual and visual output on the basis of what has already been written or created. It thus cannot produce new ideas or develop new insights. It also reflects and can even exacerbate the biases and underlying assumptions present in training material and is tautologically unable to engage critically with those issues. This results in writing that is often formulaic, boring, and argumentatively weak—and that is thus usually obviously artificial.[4] Your own voice, your own thinking, and your own critiques are irreplaceable.

In general, make sure that your use of AI is informed by the following guidelines:

4) **Open and clear communication:** Speak with your adviser *before* you integrate any AI tools into your workflow. Explain how and why you are planning on using a tool so that your adviser can ensure that it fits departmental expectations. Your written IS should also acknowledge the use of any such tools in the introduction so as to inform your second reader as well as potential future readers.

4) **Support, not substitution:** Though AI tools can help you to approach complex texts, they cannot *replace* critical engagement with material itself. Making use of AI generated summaries or translations may facilitate an initial reading of a source, but students should be aware of the real risk of major error and misinterpretation in any such summary. If you do make use of a tool this way, use it as a first step, followed by a more rigorous and critical *direct* reading of material on your own part.

4) **Original thinking:** It is <u>never</u> acceptable to use AI tools as an alternative to thinking or writing. All ideas and language in your IS should be your own. It may be acceptable to

---

[4] Note: this em-dash is entirely authentic! Long live the em-dash!

use AI tools to organize your thinking, to check grammar, or to format citations, but you should always check with your adviser first (see step #1).

4) **Intellectual responsibility**: If you do make use of AI tools, you are responsible for ensuring the accuracy of any output. You should be prepared to explain, discuss, and substantiate all aspects of your IS, and you should be able to discuss critically the limitations, biases, or assumptions found within your source material. If a student is unable to explain important concepts, choices, or analyses in the thesis, this may result in academic penalties or even an academic integrity investigation.

VI. DOCUMENTATION

Documentation – identifying sources – is essential to all research. Without documentation of what the work is based on, the author's arguments are worthless.

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

There are a number of different systems of documentation. The variations among them reflect the fact that different academic disciplines produce knowledge in different forms and formats. Historians use what is called Chicago Style documentation – footnotes and bibliography – because it works best for our discipline. Most importantly, it allows us to make good use of footnotes.

The correct documentation of different types of sources is quite complex, and there is no reason you should be able to do it without carefully consulting a style guide. Use Mary Lynn Rampolla, *A Pocket Guide to Writing in History* (6th edition or later), which clearly sets forth models for Chicago-style format and citation. You may also wish to consult the latest editions of *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. Also note that if you enter the bibliographical data for each source into Zotero, it will generate footnote and bibliographical citations for you in whatever style you need.

Note: The Chicago Manual of Style recently revised its guidelines so that citations to published material no longer need to include the place of publication. Check the most recent style guidelines here, and don't be surprised if there are differences between the current standards and older bibliographies. A physical copy of the most recent Chicago Manual of Style is available for consultation in the history department's work room (ask your adviser for access!).

In this Handbook we will only address two elements of citation: types of footnotes and repeat citations of the same source.

FOOTNOTES: THE BASICS

Footnotes appear at the bottom of each page. (To simplify the printing process, published sources often prefer to place all notes at the end, in which case the exact same material is known as endnotes.)

Sources cited more than once require a full citation on first usage and a short citation on any subsequent following usage. Add the phrase, "hereafter cited as [short title]" to the first full citation to guide the reader. DO NOT use the old-style *op. cit.* or *loc. cit.* at any time.

If a source is the only source cited in two consecutive notes, in the second one you may use only the Latin abbreviation *Ibid.*, followed by the page number. (Avoid doing this before your final revisions, however – you don't want to move text around and then find you have an unidentified

Ibid. footnote for which you don't know the source!)

There are three types of footnotes.

1. Reference note: A reference note is used to establish fact, give authority, and avoid plagiarism by showing the sources of your information. Use it to cite all direct quotations, facts, statistical or numeric information, interpretations, and references made to any source material. Use it also for all statements of fact that are not generally known, or that might be controversial or disputed.

The general rule that details of common knowledge do not require documentation sometimes confounds students. What is "common knowledge" in a particular field may be new to a student. A more helpful way to think about this for I.S. is that "common knowledge" means the well-established facts in any given field that are included in encyclopedias and other basic reference works. This is why encyclopedias and other basic reference works are not generally regarded as scholarly sources, i.e. sources that must be cited. What you find in an encyclopedia is essentially what you need to get yourself to the starting point for actual research. (There are, however, extremely specialized reference works that it may be advisable to cite. Consult your advisor as needed.)

2. Explanatory Note: An explanatory note is essentially a side comment. It may be used to amplify a particular idea, to clarify something that would digress too far from the narrative to be included in the main text, or to present details that might overburden the main text.

3. Historiographical Note: Use this to present the most important sources on a particular topic.

FOOTNOTE EXAMPLES

1. Reference notes

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

[23] *Ibid.*, 100.

[24] 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."

[33] Roche, *Restructured Resistance*, 125.

[55] Pozefsky, "Childhood and Stalinism in Russian Cinema," 44.

2. Explanatory note

[3] The other figures in Hodges's painting are less immediately identifiable. The seated figure on the far right may be a fakir, a religious mendicant. It is also possible that the group is all connected to the sepoy's family. In Madras, unlike in the Company's other presidencies, sepoys' families were often accommodated in or near their garrisons and might even travel with them on (local) campaigns. Sepoys' wives and children regularly filled support roles in the army. For one example, see H. A. M. Cosby, "Orders and Journal of the Army under the Command of Brig. Gen. Jos. Smith on the Expedition against the Great & Little Marawa," 87–88, Colonel Cosby's Indian Campaigns, 1767–78, BL Add MS 29898. The idiosyncrasy became a selling point for the service in the nineteenth century, as shown by Carina Montgomery, "The Sepoy Army and Colonial Madras, c. 1806–57" (Oxford University Press, 2003), 54–87.

[4] For part of the eighteenth century, Bencoolen operated as a separate presidency, but this was later folded into Bengal.

3. Historiographical note

[58] This phenomenon has been addressed in many recent scholarly studies from a variety of perspectives. See, for example, David E. Kaufman, *Jewhooing the Sixties: American Celebrity and Jewish Identity* (Brandeis University Press, 2012); Markus Krah, *American Jewry and the Re-Invention of the East European Past* (De Gruyter, 2017); Rachel Kranson, *Ambivalent Embrace: Jewish Upward Mobility in Postwar America* (University of North Carolina Press, 2017); Antony Polonsky, ed., *Polin: Studies in Polish Jewry,* Volume 17: *The Shtetl: Myth and Reality* (Liverpool University Press, 2004), http://www.jstor.org/stable/j/ctv4cbg9; and Alisa Solomon, *Wonder of Wonders: A Cultural History of Fiddler on the Roof* (Metropolitan Books, 2012).

ANNOTATED BIBLIOGRAPHY

Both the Junior and the Senior I.S. in History require an annotated bibliography. A bibliography lists all the sources used or consulted in the development of your I.S. Note that footnotes and bibliographic citations are formatted differently, so be sure to use Rampolla or another Chicago Style guide.

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 more complicated classification. In any case, your classification should be clear to the reader. Entries within each section should be ordered alphabetically by author's last name.

Example I (simple)
> A. Primary Sources
> B. Secondary Sources

Example II (complex – one possible example)
> A. Published works by Joe Schmoe
>> 1. About comic books
>> 2. On all other subjects
> B. Archival Sources
>> 1. Anime Archive, Tokyo, Japan
>>> AA MS-43 Boxes 12-15 Joe Schmoe letters
>> 2. Comic Book Archive, East Cupcake, South Dakota
>>> Folder #17 Joe Schmoe Doodles
> C. Unpublished Sources
> D. Books and Periodicals
> E. Newspapers
> F. Websites
> G. Government Documents
> H. Maps

ANNOTATIONS

An annotation is a brief evaluative summary of a book, article, or other source. 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, it helps the reader understand the

particular uses of each source, the relationships between sources, and the historical issues debated and discussed in them. After the full citation following Chicago Bibliography format, each annotation should include the following:

* The clearly stated authority and the qualifications of the author, preferably early in the annotation: "Margaret Ng, a professor of history at the College of Wooster,…"
* The source's scope, argument, and evidence should be explained in one to three short sentences.
* The audience and the level of reading difficulty should be indicated: "Welsch addresses herself to the scholar, but the concluding chapters will be clear to any informed layperson." Such a comment will serve to warn the reader from writings that are too elementary or too scholarly.
* 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."
* The relation of other works in the field, if any, is usually worth noting: "This corroborates the findings of Gregory Shaya's 'How to Make an Anarchist-Terrorist' in that it…"
*The annotation may 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.* 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.

VII. FORMATTING

MAIN DOCUMENT
Text must be double-spaced in a 12-point font, preferably Times New Roman, with 1" margins on all sides. Only the left margin should be justified. Do NOT skip lines between paragraphs.

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

The title, abstract, and table of contents pages are not numbered. Acknowledgements and lists of figures and tables, if used, are numbered consecutively with lower-case Roman numerals (i, ii, iii...) The body of the work, any appendices, and the annotated bibliography should be numbered consecutively with Arabic numerals, beginning with 1 on the first page of the Introduction. Page numbers may go either in the upper right-hand corner or centered at the bottom of the page.

FOOTNOTES
Word allows you to create styles that will do all this formatting for you automatically. Footnotes are numbered independently for each chapter, i.e., the first note in each chapter is note #1. (You do not, however, need to repeat full bibliographical data in each chapter.) Footnotes use the same font as the main text, but in 10-point size. Footnote references within the main text are superscript Arabic numerals and are inserted after any punctuation.

Footnotes are single-spaced paragraphs, with the first line indented 0.5 inches and a space between each footnote and the next. Note that in footnotes the author's first name always appears first, unlike in bibliographical entries, which are alphabetized by last name.

ANNOTATED BIBLIOGRAPHY
Every bibliographic entry is single spaced with a blank line between it and the annotation, and another blank line following the annotation. The first line of each entry begins at the left margin but each subsequent line is indented one half inch (a hanging indent).

The author's/editor's 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.

Ed Tech has these links available to help you format your History I.S. properly:
https://inside.wooster.edu/technology/is/
https://inside.wooster.edu/technology/knowledge-base/formatting-a-double-sided-is/

VIII. STYLE SHEET

EXPRESSION
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.

Do not be afraid ro express your views. Avoid fluffy, hesitant qualifying words and phrases ("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
Write in the past tense whenever possible.
Avoid the editorial "we."
After the Introduction, avoid the first person.
Avoid the passive voice. It leads to mushy, boring sentences that are difficult to read.
      NO: Germany's invasion of Poland was launched on September 1, 1939.
      YES: Germany invaded Poland on September 1, 1939.

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.

USAGE
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. Make sure you know what a word means before you use it. Use the correct preposition with any verb that takes one.

Do not use the expression "based off of." Although it is widely used in speech, it is fundamentally incorrect. (Think about what a "base" is.) The correct expression is "based on." If "based on" doesn't fit the context, then use another standard English expression, such as "derived from," "copied from," or "modeled on."

When you mention a person for the first time, give the complete name. Identify them in subsequent references by last name, not first 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."

Italicize foreign words unless they have become standard in the English language.

CAPITALIZATION

Do capitalize	*Do NOT capitalize*
Sections: North, South, East, West	Directions: north, south, east, west Adjectival forms: northern, southern, southerner, northerner
General Assembly	legislature
Congress, Senate, Senator Taft President Truman, Governor Long	When used generally: "Once the senators met with the governors, they discussed whether a president should serve more than two terms."
Lake Superior, Ohio River, Wayne County	When used generally: "I hope to fish in lakes Burton and Rabon, and in the Tar and Neuse rivers, which are in nearby counties."
Democratic Party, Republican Party	When used generally: "In the democratic process, of the two major parties, the less flexible party is the most vulnerable."

QUOTATIONS

A direct quotation is used with no changes to report the actual words or numbers of a source. 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.

A quotation of less than fifty words should be incorporated into the text. If you have good reason to quote fifty words or more, use a block quote instead of quotation marks. Indent both sides one half inch and keep the text double-spaced.

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."

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.

When they are not part of the original quotation, exclamation marks (!) and question marks (?) go 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 a 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 your original quotation starts in the middle of a sentence, but you are using it as the start of a sentence, you need to indicate that by employing three dots and brackets:

> *Original source:*
> Hitler's utopias crumbled upon contact with the Soviet Union, but they were refashioned rather than rejected. He was the Leader, and his henchmen owed their positions to their ability to divine and realize his will.
> *Your text:*
> As Germany's Leader, Hitler set the broad goals for German territorial and racial domination, but his deputies were responsible for filling in the details. "…[H]is henchmen owed their positions to their ability to divine and realize his ideals."

If you interject text within a quotation, enclose the interpolation within square brackets   [ ], not parentheses. 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]. Both of these uses of brackets are illustrated in this excerpt from private correspondence:

> "My chief reason is that we cannot, in conscience, declare [a] certain ceremonial action a

mitzvah, a devine [sic] command."

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 one or 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. Be sure to 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.

IX. 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.

HISTORY REFERENCE BOOKSHELF

Kauke 125 (the student department assistant workroom) has a bookshelf of reference works and sample I.S.'s that you may consult. These materials 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 oral history kits and video cameras available for students to use for I.S. work with the approval of their advisor. See the History Department Website at http://history.voices.wooster.edu/Resources for details.

HISTORY LIBGUIDE

The College Library website has a Library Guide for History, maintained by Denise Monbarren, Reference Librarian for History. It has 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 the red tab labeled "Research Consultation Form" on the library's main page: http://wooster.edu/library/.

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. theses. 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://inside.wooster.edu/writing/

THE ACADEMIC RESOURCE CENTER

The ARC, 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 ARC directly. See https://inside.wooster.edu/arc/

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.

Ready to Take Your Research Further?

FUNDING OPPORTUNITIES FOR HISTORY STUDENTS

The Michael Gill Davis Endowed Travel Research Fund was established in 2014 by Merrily Siepert Davis, a member of the class of 1965, in honor of her son, Michael Gill Davis, a member of the class of 1991. Income from the fund shall provide financial support for education and research opportunities for students within the Department of History at The College of Wooster, with first preference given to opportunities related to the study of American History. When possible, income from the fund may also support research-based travel and related expenses for students working on their Junior or Senior Independent Study in American History, or gain access to materials and documents at venues such as libraries, museums, and other institutions. In addition, this includes supporting outside scholars to visit the Department of History in person or virtually.

The Discovery Learning Endowment was established in 2017. Income from this fund shall provide funding to support student research and experiential learning at The College of Wooster in the Department of History, including expenses related to student travel for research, TREK programs and other iterations of faculty-led study abroad experiences, and research tied to Independent Study. Income from the fund shall not be used to support internships.

The Lawrence Stanley Summer Research Program Endowment in History was established in 2007 by Laura Stanley Gunnels in honor of her father and the 50th anniversary of the class of 1958. Mrs. Gunnels shared with her father an interest and passion for history and established the summer research endowment to support student research in history. Her intent is for students to develop the passion and habits of mastery that will advance the study of history in perpetuity. First preference is given to students following their first-year at Wooster. Each student is partnered with a faculty research advisor.

The Henry J. Copeland Endowed Fund for Independent Study was established in 1995 by members of the Board of Trustees in recognition of Mr. Copeland's leadership as President from 1977 to 1995 and his commitment to the College's goal of supporting students in meeting the highest standards of achievement. All members of the Board contributed to the fund, and major gifts were provided by Ed and Edie Andrew, Stan and Flo Gault, and Fran Shoolroy. Income from the endowment is used to assist students with unusual research expenses associated with their Independent Study projects. Learn more at inside.wooster.edu/academic-affairs/copeland-fund
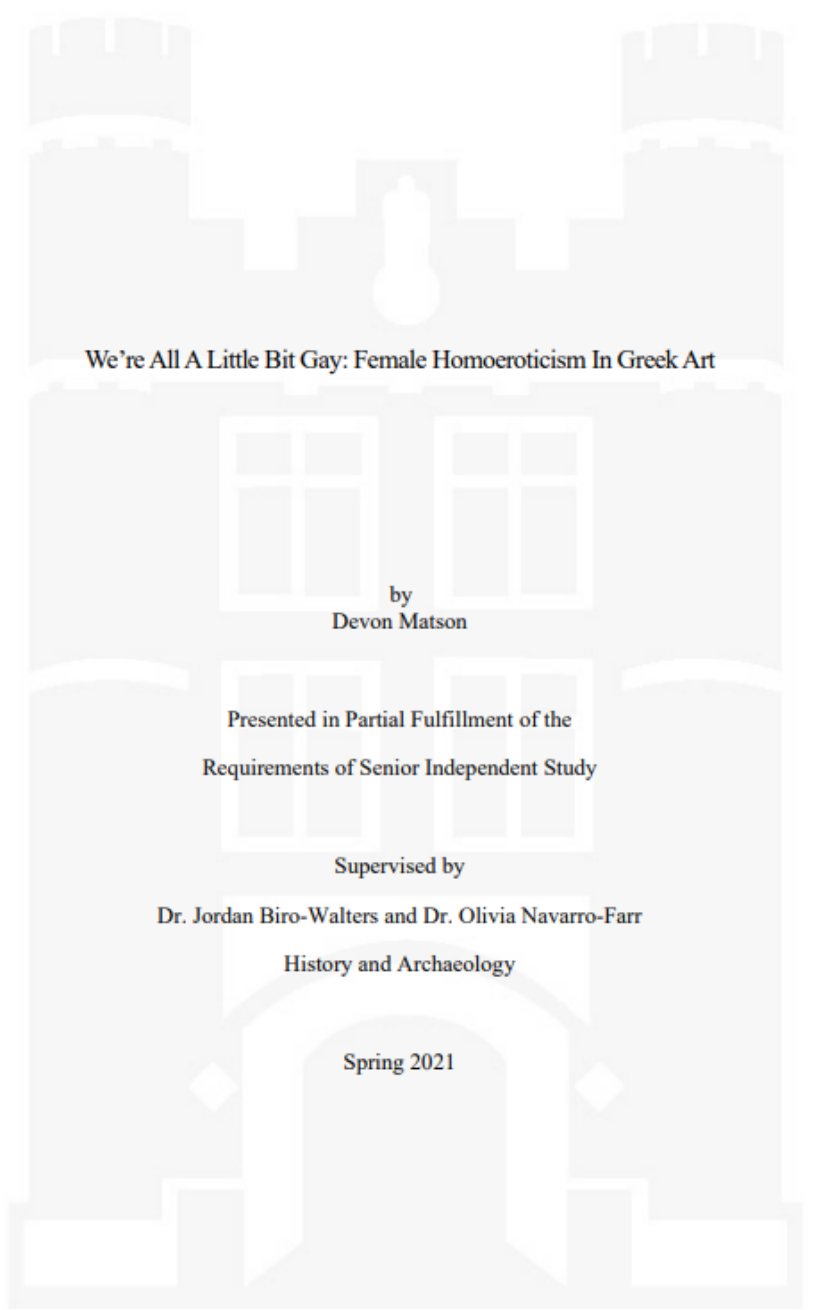
The Kendall-Rives Endowed American Research Grant was established in 1995 by Paul L. Kendall '64 and Sharon K. Rives of Randolph, Vermont. The fund supports research projects conducted in a Latin American country as part of, or in preparation for, a Senior Independent Study project on some aspect of U.S.-Latin American relations. Allocation of these funds to a sophomore or junior who is proficient in Spanish or Portuguese is made by the Dean for Faculty Development on the advice of the student's academic adviser and the Kendall- Rives Committee. For the purposes of this fund, "Latin America" shall be defined to include areas south of the border so that Mexico, Brazil, Haiti, Puerto Rico, Costa Rica, and other countries in this geographic area shall apply equally. Learn more at inside.wooster.edu/academic-affairs/kendall-rives

To request funding, scan the QR code and complete the form.

X. Sample I.S. Pages
Title Page

We're All A Little Bit Gay: Female Homoeroticism In Greek Art

by
Devon Matson

Presented in Partial Fulfillment of the

Requirements of Senior Independent Study

Supervised by

Dr. Jordan Biro-Walters and Dr. Olivia Navarro-Farr

History and Archaeology

Spring 2021

Abstract

The National Park Service (NPS) is the conservation agency recognized around the world for its efforts to preserve areas of beauty within America. This I.S seeks to answer the question of how and why the NPS developed? There are several factors to consider. To begin at the end of the nineteenth century the first National Park efforts at both Yellowstone and Yosemite mark the beginning of a larger conservation movement within America. Both of these parks serve as models for how conservationists and the government will move forward in creating more parks and conservation agencies. They also came out of white Americans moving West and notions of the "frontier" closing in 1890. Additionally, the creation of the first two parks removed Native Americans from their homes and established a trend of marginalizing Native Nations during and after NPS creation. By the start of the start the twentieth century, Theodore Roosevelt entered into the office of President and prioritized conservation as a national goal. His administration laid much of the groundwork for the NPS through three conservation entities—the first wildlife refuges, the United States Forest Service, and the 1906 Antiquities Act—all served as precursors to NPA. The NPS creation in 1916 arose out of a need for more organization in the Department of the Interior. This entire project fills in the significance of Native Americans in the conservation movement and identifies specific actors and precursors to the NPS instead of generalizing the NPS as an outcome of the conservation movement.

TABLE OF CONTENTS

Table of Contents

List of Figures

ANNOTATED BIBLIOGRAPHY

Primary Sources

Bellamy, Edward. *Looking Backward: 2000-1887*. Cleveland: The World Publishing Company, 1945.

Edward Bellamy, the noted utopian author of the late 19th century, set forth his utopian vision in his most famous novel. This novel tells the story of Julian West as he transported nearly a hundred years into the future where he observes a perfected society and is informed how society solved the ills of West's time. This novel is the most seminal example of utopian literature in the late 19th century, a time when the genre enjoyed an unparalleled level of popularity. For my research, this work is essential in illustrating the course of utopianism in American history and explicating the resurgence of interest in utopian thought during the Progressive Era. Furthermore, Bellamy's influence on the visionaries of planned communities in the Progressive Era requires a careful examination of his utopian vision and how this vision impacted utopian thought into the next century.

Goodnough, Abby "Disney is Selling a Town it Built to Reflect the Past," *New York Times* (January 16th, 2007).

This article discusses the selling of Celebration, Florida by the Walt Disney Company. I utilized this article for my brief mentioning of Celebration as an example of modern planned suburban communities that are consistent with New Urbanist principles.

Howard, Ebenezer. *To-Morrow: A Peaceful Path to Real Reform*. 1898. Reprint, London: Routledge, 2003.

In this work, British planner Ebenezer Howard presented the specifics for his Garden City model. This work was used to illustrate the Garden City as a manifestation of the progressive spatial tradition. Additionally, this work was useful for its illustration that I included in Chapter Two of this project for the purposes of establishing the Garden City as a spatial predecessor to Greenhills.

"Illustration of James Oglethorpe's plan for Savannah." The Cultural Landscape Foundation (Accessed 3/13/2017). http://tclf.org/sites/default/files/thumbnails/image/SavannahGAPlan_JamesOglethorpe_feature.jpg.

I used this image to illustrate the Oglethorpe Plan and the spatial construction of Savannah. This particular illustration was useful because it clearly shows the geometric layout of the city as well as the existence of common areas.

81

been not corroded. This realm of memory elicits nostalgic recollections of values embedded in sites that are now thought of as lost or at risk from the current rate of urbanization.[4] Nostalgia for the so-called golden age of Saigon is often connected to notions of an ideal living environment, whether that is a Western metropolis or a close-knit Asian society. Much as they are romantic and idealistic, these projections can be contradictory, misleading, unfounded, and superficial, created out of economic, political, and aesthetic expediency. What they do indicate, nevertheless, is the contested processes that result in the formation of such memories.

Figure 1.1: A mini model of Bến Thành Market in SG-Xưa's exhibition (Photograph by SG Xưa. Facebook, February 21, 2020.[5])

A city is concrete, but its memory is abstract. What is the relationship between the memory of a city and the bricks and mortar used to construct it? In the case of Ho Chi Minh City, the parallels between its physical and mental conceptions are even more striking, considering its relatively short history.[6] Mythical tales of the city's

---

[4] Ngô Minh Hùng, "Ký Ức Sài Gòn - Chợ Lớn Xưa," *Tạp Chí Kiến Trúc*, 2017.

[5] SG Xưa, "Chợ Bến Thành," *Facebook*, February 21, 2020. https://www.facebook.com/mohinhsaigonxua/photos/pcb.566548354205522/566539340873090/?type=3&theater

[6] This 300-year periodization is only concerned with the city's recent history as a Vietnamese urban center. The history of this region began much earlier than the arrival of the Vietnamese.

XI. DEPARTMENT OF HISTORY FACULTY 2025-2026

Madonna J. Hettinger, Lawrence Stanley Professor of Medieval History

B.A. Saint Francis 1977; M.A., Ph.D. Indiana University 1979, 1986.

Select publications: "Unbounded Affection: The Complex Intimacies of 'Simple' Peasants After the Black Death," in *The Ties That Bind* (2011); "So Strategize: The Demands of the Day of Peasant Women in Medieval Europe," in *Women in Western European Medieval Culture* (1999); "Defining the Servant" in *The Work of Work* (1994).

Current research: Cultural responses to epidemic disease in Medieval and Renaissance Europe

Teaching interests: Medieval and Renaissance Europe, historiography and research methods

Katherine Holt, **Aileen Dunham Associate Professor of History**

B.A. George Washington University 1995, M.A. New York University 1999, Ph.D. Princeton 2005.

Select publications: *The Bahian History Project* http://www.mappingbahia.org/; "Marriage Choices in a Plantation Society" in *International Review of Social History* (2005).

Current research: Slavery and family life in nineteenth century Brazil. Brazilian history of race and medicine

Teaching interests: Latin America, comparative slavery, gender history, digital history

Margaret Wee-Siang Ng, **Associate Professor of History**

B.A., Trent University 1998, M.A., Ph. D. McGill University 1999, 2013.

Select publications: "The Use of Pain Recorded in Chinese Medical Works," *East Asian Science, Technology, and Medicine* no. 48 (2018): 81-124.

Current research: history of medicine, history of pain, history of materia medica, aromatics and trade

Teaching interests: East and Southeast Asian history, history of medicine and science, global south historiography

Peter C. Pozefsky, Michael O. Fisher Professor of History

B.A. Harvard 1984; M.A., Ph.D. UCLA 1986, 1993.

Select publications: "Russian Gangster Film As Popular History" in *Studies in Russian and Soviet Cinema* 2 (2008); *The Nihilist Imagination* (2003)

Current research: Representations of Stalin and Stalinism in contemporary Russian cinema

Teaching interests: Russian history, global history, film & history

ON LEAVE (AY2025-2026): Jeff Roche, Professor of History

B.A., M.A. Georgia State University 1992, 1995; Ph.D. University of New Mexico 2000.

Select publications: *The Conservative Frontier: The Far Right and the America West* (University of Texas Press, forthcoming); *The Political Culture of the New West* ed., (2008); *The*

Conservative Sixties co-ed., (2003); *Restructured Resistance: The Sibley Commission and the Politics of Desegregation in Georgia* (1998, 2010).

Current research: Political conservatism in the American West

Teaching interests: Twentieth-century American political culture, the history of the American West

Ibra Sene, Associate Professor of History

B.A., M.A., M.L.I.S., D.E.A. Université Cheikh Anta Diop, Dakar, Senegal, 1996, 1998, 1999, 2000; Graduate Certificate, University of Amsterdam 2006; Ph.D. Michigan State University 2008.

Select publications: "Race and Imprisonment in Colonial Senegal: Evidence from the Prison of Saint-Louis (1860-1940)", in Jyoti Mohan and Mike Vann, eds., *Anthology on Race in France and the French Colonies*; "Slavery, History, and Memory: A Report on the African Burial Ground in New York City," in *PHARE: Patrimoine & Histoire en Afrique: Recherches et Expérience* (2008), and *An A-Z of African Studies on the Internet* www.lib.msu.edu/limb/a-z/az.html (co-author: Peter Limb).

Current research: the prison of Saint-Louis and the penitentiary system in colonial Senegal; history of higher education in Senegal

Teaching interests: African history, European colonialism and imperialism, prisons, African and African-American relations, Islam

Gregory Shaya, Henry J. and Laura H. Copeland Professor of European History B.A., M.A., Ph.D. University of Michigan 1988, 1993, 2000.

Select publications: "The Myth of the Fourth Estate," *Lapham's Quarterly Roundtable* (2012); "How to Make an Anarchist-Terrorist: An Essay on the Political Imaginary in Fin-de-Siècle France," *Journal of Social History* (2010); and "The Flâneur, the Badaud, and the Making of a Mass Public in France, circa 1860–1910," *The American Historical Review* (2005).

Current research: The history of emotions, violence and the mass press in France, the public execution in France, historical documentary

Teaching interests: France, the world in 1900, the history of news, crime & punishment in history, documentary filmmaking

Jordan Biro Walters, Associate Professor of History

B.A., M.A. California State University, Sacramento 2004, 2009; Ph.D., University of New Mexico 2015

Select publications: "Offending Moral Decency: The 1969 Love-Lust Controversy and the Sexual Revolution in New Mexico," *New Mexico Historical Review* (Winter 2018); "'So let me paint': Navajo Artist R.C. Gorman and the Bohemian Art World of San Francisco, California" *Pacific Historical Review* (August 2019); *Wide-Open Desert: A Queer History of New Mexico*, University of Washington Press, 2023.

Teaching interests: U.S. history, LGBTQ history, public history

Christina Welsch, Robert Critchfield Chair of English History

B.A., Emory University, 2010; M.A., Ph.D. Princeton University, 2012, 2017.

Select publications: "Military Mobility, Authority and Negotiation in Early Colonial India," *Past & Present* vol. 249, no. 1 (Nov 2020): 53-84; *The Company's Sword: British India and the Politics of Militarism, 1644-1858*, Cambridge University Press, 2022.

Current research: Interactions among military cultures in 18th century Britain and India, the political development of the British East India Company.

Teaching interests: The British Empire, India and the Indian Ocean, the eighteenth century, military history, mutiny/rebellion, global and transnational history