

Juniata
History Department

STUDENT HANDBOOK

2009-2011



History will be kind to me, for I intend to write it.

Winston Churchill

Welcome

The *Student Handbook* offers students help with planning their History POEs. You should use it to help you with keeping track of your POE requirements. The Handbook contains information on the POEs offered by the Department, the skills that members of the Department will help you to develop, how to plan for your senior thesis, and other useful materials that will help you to maximize your experience at the College.

The History Department offers a flexible POE that requires you to complete 47 credits in history. These include a two-credit Sophomore Colloquium that should be taken in the Spring semester of your second year. You must also complete a thesis in your senior year, choosing to complete it in either one or two semesters. In this guide you will find an introduction to the planning process for the thesis and the submission guidelines that are handed out to seniors.

We also offer a program in Secondary Education Social Studies certification for those students who wish to teach in either Middle or High Schools.

Students may develop a Secondary Emphasis in History, or include History as part of an interdisciplinary POE.

The Department recommends, but does not require, that students develop fluency and study abroad in another language. We offer an 8-semester grid for your planning purposes to help you develop these skills.

We want to encourage you to think about career planning as much as you can. There are some internship links in this guide, but there are many more opportunities out there. Please take the time to do your own searching and check in with your POE advisor for suggestions and help.



HISTORY, n. An account mostly false, of events mostly unimportant, which are brought about by rulers mostly knaves, and soldiers mostly fools.

Ambrose Bierce

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Core Requirements Worksheet

All students, regardless of POE, must fulfill the core requirements as part of the 120 credits needed to graduate from Juniata. For more information on these requirements, see your advisor or the registrar's web site: <http://services.juniata.edu/registrar/>.

General Education: complete each requirement.

College Writing Seminar	
IC: Interdisciplinary Colloquium	
CA: Cultural Analysis	

Communication requirement: four courses with a CW or CS designation, 2 of which must be in the POE, and one at the 300 level or above.

Quantitative requirement: complete either one course with a Q designation (MA 103), or one each of QM and QS.

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FISHN requirements: Fulfill six credits in each of the following designations. In three of the five categories, one course must have a prerequisite or be at the 300 level or above.

F ine Arts		
I nternational		
S ocial Sciences		
H umanities		
N atural Sciences		

Non-Western Class List

These courses fulfill the requirement for courses outside the U.S. and Europe. Other courses, especially Special Topics courses, may also apply. Please speak with your advisor or the department chair.

HS 151	World Civilizations to 1500
HS 152	World Civilizations since 1500
HS 201	Samurai Legends and Lives
HS 206	China and Japan to 1800
HS 233	Slavery in the Americas*
HS 235	Islam: Origins and Modernity
HS 264	Latin American Society and Culture
HS 323	Social Violence in Latin America
HS 326	Modern China
HS 327	Modern Japan
HS 333	Slavery in the Americas*
HS 348	Contemporary Latin America

Special Topics:

HS 299	British Empire
HS 399	Southern Africa
HS 399	Women in Sub-Saharan Africa
HS 499	Crimes Against Humanity

* Students may take either HS 233 or HS 333, not both.

POE WORKSHEET

The History Department requires the following courses for the designated POE in History. See your department advisor with questions.

Eight 3 credit courses at the 100 and 200 level:

Course	Semester

Six courses at the 300-400 level. One of these may be HS 496. **Please note that HS 493 (Uncovering the Past) does not apply to this block.**

Course	Semester

Both of these courses:

HS 293 — Sophomore Seminar	
HS 493 — Uncovering the Past	

Four courses in your POE must be from “non-western” areas (please see the list on page 6):

Secondary Emphasis Worksheet

If you are doing a secondary emphasis in history OR a history-related POE, the following is the minimum requirement to have history listed in your POE or emphasis.

Six courses in history:

Course	Semester

At least **two** of the six courses should be at the 300 level:

At least **one** of the six courses should cover “non-western” history.

Self-Designed POEs

Students may design their own history-related POEs by bringing together the secondary emphasis in History with courses from other programs. Recent examples include: History and English; International Politics and History; French and History.

- Fulfill at least the requirements for the secondary emphasis above.
- Secondary emphasis and self-designed POE students are invited, but not required, to take sophomore seminar.
- A senior experience is required, but it may be outside the History department.

Work closely with your advisors to structure a cohesive program.



One of the lessons of history is that nothing is often a good thing to do and always a clever thing to say.

Will Durant

9 Social Studies Secondary Education Certification

The following requirements lead to certification in Secondary Education in the state of Pennsylvania. If you are interested in pursuing this POE, you should consult both a member of the History department and Valerie Park in the department of Education. The total credits for Secondary Education-Social Studies add up to 106.

General Education Requirements: College Writing seminar, one other English literature course and two mathematics courses, for 13 credits total.

EN 110: College Writing Seminar	

Core Education Courses: all of the following for a total of 36 hours.

Course Number	Title	Credits
ED 110	Foundations of Education	3
ED 111	Foundations of Education Practicum	1
ED 130	Adolescent Development	3
ED 201	Educational Technology	3
ED 240	Introduction to Students with Exceptionalities	3
ED 341	Adaptations for Students with Exceptionalities	4
ED 420	Secondary Methods	4
ED 450	Student Teaching	14
ED 451	Student Teaching Seminar	1

Social Studies Secondary Education

Social Studies Core Courses: 45 credits total

History

HS 151	World Civilizations to 1500	3
HS 152	World Civilizations from 1500	3
HS 115	The United States to 1877	3
HS 116	The United States since 1877	3

Select *one* of the following courses:

HS 206 or HS 264 or HS 399	China & Japan to 1800 Latin America Society & Culture Southern Africa	3 3 3
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Geography

IS 105	World Regional Geography	3
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Civics and Government

PS 101	Introduction to American Government	3
PS 102	Introduction to International Politics	3
PS 216	State and Local Government	3
PS 221	American Political Thought	3

Economics

EB 105	International Economic Issues	3
EB 222	Principles of Macroeconomics	3

Anthropology

AN 151	Introduction to Anthropology	3
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Psychology

PY 101	Introduction to Psychology	3
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Sociology

SO 101	Introduction to Sociology	3
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Social Studies Secondary Education

Knowledge In-Depth. Students must take “partner classes” to *three* of the following surveys for a total of 9 credits:

Survey	Number	Title	Credits	Prerequisites
HS 104	HS 302	Crime in European History	3	None
	or HS 322	Women in Medieval Life	3	HS 104
HS 106	HS 399	Women in Modern Europe	3	
HS 115	HS 305	The American Revolution	3	HS 115
	or HS 309	Civil War and Reconstruction	3	HS 115 or HS 116
HS 116	HS 262	North American Environmental	3	HS 116
	or HS 312	The New South	3	
	HS 311	20 th Century American Wars	3	
HS 206	HS 327	Modern Japan	3	
	or HS 326	Modern China	3	
HS 264	HS 233/ 333	Slavery in the Americas	3	HS 264 or PS 102 or permission
	or HS 348	Contemporary Latin America	3	
HS 399	HS 399	Women in Sub-Saharan Africa	3	
PS 101	PS 313	Congress and the Presidency	3	PS 101
	or PS 318	Parties, Elections, Campaigns	3	PS 101
PS 102	PS 243	United States Foreign Policy	3	PS 102
	or PS 332	International Law and Human Rights	3	PS 102

Electives: 3 credits

Students must take *one* more three credit course in history or politics.

HS 235	Islam: Origins and Modernity	3	
PS 122	Politics in Literature	3	
PS 222	Western Political Thought	3	
HS 253	Rome: Republic to Empire	3	

Eight Semester Planning Grid with Language and Study Abroad

The History faculty strongly urge that you both learn another language and study abroad. The flexible history POE makes this quite possible. This eight semester roll out can help you in your planning process.

Fall: 1st Year HS 100 HS 100 Language	Spring: 1st Year HS 100 HS 200 HS 195 Language
Fall: 2nd Year HS 200 HS 100 Language	Spring: 2nd Year HS 293 HS 300 Language
Fall: 3rd Year Abroad HS 300	Spring: 3rd Year Abroad HS 300 HS 200
Fall: 4th Year HS 493 Language HS 200 HS 300	Spring: 4th Year HS 496 or HS 300 Language HS 300

Eight Semester on campus Planning Grid

Even if you don't study abroad, you need to plan your History POE. This grid can help.

Fall: 1st Year HS 100 HS 100	Spring: 1st Year HS 100 HS 200
Fall: 2nd Year HS 200 HS 100	Spring: 2nd Year HS 293 HS 300
Fall: 3rd Year HS 300	Spring: 3rd Year HS 300 HS 200
Fall: 4th Year HS 493 HS 200 HS 300	Spring: 4th Year HS 496 or HS 300 HS 300

Eight Semester Social Studies Planning Grid

This is one suggested way to fulfill the Social Studies Secondary Education program.

Fall: 1st Year CWS ED 110 ED 111 HS 151 HS 115	Spring: 1st Year ED 130 MATH HS 152 HS 116 AN 151
Fall: 2nd Year PY 101 ED 201 IS 105 EB 105 PS 101	Spring: 2nd Year PS 102 ED 240 ENGLISH LITERATURE HS 264 EB 222
Fall: 3rd Year ED 341 HS 325 HS 235 (CA PS 216 HS 309	Spring: 3rd Year ED 420 S)101 PS 221 HS 349 IC
Fall: 4th Year Professional Semester	Spring: 4th Year MATH F F N ELECTIVE

Internship Information

If you're interested in finding an internship for the summer, start around Christmas of the previous school year. There are some links below that are both local and outside the area. If you're interested in staying near home, you should look into museums, archives and historic sites near where you live. If you don't need to be paid, you can intern almost anywhere. If you want a paid internship, they are competitive; do your homework and apply early.

This list is not even close to exhaustive! Get searching.

You may want to start with PreserveNet:

<http://www.preservenet.cornell.edu/index.cfm> Click "Internships"

Local/State

- Pennsylvania Historical and Museum Commission: <http://www.phmc.state.pa.us> click on the "Apply" section. The History department has budget money to fund one student per year in this program. If you are interested in being our applicant for a given year, see Dr. Sowell.
- Huntingdon County Historical Society: <http://www.huntingdonhistory.org/> These positions are generally not paid, but the HCHS is a great place to look for materials for one's senior thesis and they are always in need of help.
- Altoona Railroaders Memorial Museum: <http://www.railroadcity.com/>
- National Park Service: contact the park or historical site where you are interested in interning.
- Isett Acres museum in Huntingdon has expressed interest in interns in the past.

Washington, DC Area

Library of Congress: <http://www.loc.gov/hr/employment/index.php?action=cMain.showFellowships>

National Archives: <http://www.archives.gov/careers/internships/index.html>

The Smithsonian Institution: <http://intern.si.edu/>

Philadelphia Area

National Archives midatlantic region: <http://www.archives.gov/midatlantic/internships.html>

Scholarships and Prizes

Juniata has some specific scholarships and prizes of interest to History students. For information about these, see your History Department advisor.

Philbrook Wilder Smith and Edgar R. Hartt '98 Memorial Fund (2001). Established by friends and family, this endowment honors Dr. Philbrook W. Smith, a long time history professor of Juniata College who taught there from 1955 until his retirement in 1998. He was Charles A. Dana Professor of History and the chairperson of the history department for many years. Dr. Smith, who believed that the experience of travel in other countries in itself IS study, and his wife, Mary Ann, spent much of their spare time traveling. Edgar R. Hartt '98 enrolled at Juniata in August 1994 after retiring from his professional career in May of that year. He worked for 31 years in corporate law at F.L. Smithe Machine Co., Inc., serving as in-house counsel and vice president of administration for the manufacturing company in Duncasville, PA. Ed, an alumnus of Carnegie Institute of Technology (now Carnegie Mellon University), has a law degree from St. John's University, and a graduate degree in law from New York University – but his heart was at Juniata. During the 1998 Juniata Spring Convocation Ed was one of the recipients of the John R. and Emma G. Wald Humanities Prize. Later that year, he graduated cum laude from Juniata with a degree in history/art history. It was during Ed's years at Juniata that he and Philbrook developed a friendship that would continue to grow: they shared an intense curiosity and a caustic sense of humor. Philbrook was one of Ed's professors and also served as an academic advisor. Ed was instrumental in establishing the Philbrook Smith Scholarship Fund in memory of his dear friend who had died in March 1999 while traveling in Portugal. Mary Ann Smith '55 who was deeply saddened by Ed's death in March 2005, felt that the close friendship the Smiths and Hartts shared could be best reflected by adding Ed's name to the Philbrook Wilder Smith Memorial Fund, thus memorializing both Philbrook and Ed, honoring their friendship, and paying tribute to the special bond between faculty member and student. This endowed memorial fund will be awarded to a student traveling abroad to provide assistance with the cost of travel. Preference shall be given to students with a POE in history. To apply, contact the Center for International Education.

Dr. Kenneth W. Crosby Endowed Scholarship in History (1992). An endowed scholarship has been established in honor of the late Dr. Kenneth W. Crosby by some of his former students. Dr. Crosby is remembered as a beloved Professor of History who served Juniata College students from 1948 through 1980 as teacher, scholar, advisor, pastor and friend. This need and merit based award is awarded to a full-time student who has performed excellent academic work in the discipline of history through the junior year.

Scholarships and Prizes

The John N. Stauffer Endowed Humanities Scholarship (1984). Established by the Stauffer family, Board of Trustees, alumni (including Dr. Stauffer's classmates in the Class of '36), and friends, the scholarship honors the memory of Dr. John N. Stauffer '36, Juniata's seventh president (1968-75). The award is made to a senior student in the Humanities who has demonstrated outstanding ability and personal character in the first three years of study at the College.

Dr. E. J. Stackpole Prize (1929). Through the generosity of Dr. E. J. Stackpole of the Harrisburg Telegraph, a prize is given each year to the Juniata student making the most important contribution to the history of the Juniata Valley.

The John R. and Emma G. Wald Humanities Prize (1966). The Wald Foundation, Inc. of Huntingdon established a prize to be awarded annually to a qualified graduate in the humanities. The prize is awarded on the basis of distinguished work, especially in the Program of Emphasis. Mr. Wald was the founder of the John R. Wald Company, Wald Industries, and Prismo Safety Corporation.

Friends of the Library Award (1992). Provided by the Juniata College Friends of the Library, who since 1937 have worked to promote the library and enhance its facilities and collections, this award is given to a student who is an avid library user both for scholarly pursuits and intellectual curiosity.

Students are urged to consider applying for scholarships outside those offered by the College. These include the **Fulbright**, **Goldwater** and **Rhodes** competitions. For information and support please contact the Scholarship Committee or Jim Tuten.

Skills of a Sophomore History Student

The faculty of the history department hopes to develop these skills in history students in 100 and 200 level classes and in the sophomore seminar. These skills provide the foundation for junior and senior-level courses and for the senior thesis.

Document Analysis

- Ability to distinguish between a primary and secondary source
- Ability to place document in historical context
- Ability to examine imaginatively the historical record by taking into account the historical context in which records were created and by comparing the multiple points of view of those on the scene
- Ability to identify the central point(s) of a document

Research Skills

- Ability to utilize Web Cat, Juniata's databases, and WorldCAT in the construction of a bibliography
- Ability to prepare an annotated bibliography
- Knowledge of the purpose and importance of citations, and know where and when citations are required.
- Ability to use the Chicago Manual of Style footnoting and reference guidelines.
- Ability to assess the value of a web source.
- Ability to state the difference between scholarly and non-scholarly sources.

Writing

- Mastery of the five-paragraph argumentative form with ability to expand to greater length
- Ability to write a thesis statement
- Consistent use of topic sentences
- Ability to edit a first draft for grammar and style.
- Ability to prepare an outline.
- Ability to marshal solid evidence in support of their theses

Oral Presentation

- Ability to make a three minute presentation without reading a prepared text

Thinking Historically

- Ability to look closely at historical explanations and identify the assumptions (stated and unstated) of the author(s) and assess the strength and completeness of the evidence presented.
- Exposure to historiographic debates
- Exposure to different genres of historical writing.
- Adherence to ethical standards of the historical community

Skills of a Senior History Student

The faculty of the history department hopes to develop these skills in history students during the first three years of study and through the senior year. These skills should prepare students for senior-level work and should develop further in the senior thesis seminar.

Document Analysis

- Ability to distinguish between a primary and secondary source
- Ability to place document in historical context
- Ability to examine imaginatively the historical record by taking into account the historical context in which records were created and by comparing the multiple points of view of those on the scene
- Ability to identify the central point(s) of a document

Research Skills

- Ability to utilize Web Cat, Juniata's databases, and WorldCAT in the construction of a bibliography
- Ability to manage notes in preparation of a research project
- Ability to prepare an annotated bibliography
- Knowledge of the purpose and importance of citations; to know where and when citations are required.
- Ability to use the Chicago Manual of Style footnoting and reference guidelines.
- Ability to assess the value of a web source
- Ability to state the difference between scholarly and non-scholarly sources
- Ability to identify the central argument of a secondary source

Writing

- Ability to write an argumentative research paper of any required length up to 20 pages
- Ability to marshal solid evidence in support of their theses
- Ability to write a thesis statement
- Consistent use of topic sentences
- Ability to edit a first draft for grammar and style
- Ability to prepare an outline
- Ability to critique and edit the writing of a fellow student
- Ability to write in different genres (historiographic, biographic etc.)

Research Presentations

- Ability to make a ten-twenty minute oral presentation without reading a prepared text
- Ability to prepare and discuss a power-point presentation

Skills of a Senior History Student

(Continued)

Thinking Historically

- Ability to look closely at historical explanations and identify the assumptions (stated and unstated) of the author(s) and assess the strength and completeness of the evidence presented
- Ability to identify and analyze a scholarly debate in the secondary literature
- Ability to identify different genres of historical writing
- Adherence to ethical standards of the historical community

Professional Preparedness

- Ability to prepare resume for different situations
- Knowledge of which standardized tests are appropriate for which careers
- Ability to prepare for a standardized test
- Ability to research graduate and professional programs and prepare a personal statement



Anyone who believes you can't change history has never tried to write his memoirs.

David Ben-Gurion

Senior Thesis Information

This outline clarifies expectations that accompany writing a history thesis. Special attention is given to developing a research proposal, to the importance of working with a faculty advisor, and to the various stages of writing the thesis. Individual members of the faculty may suggest variations on these guidelines. The instructor in HS 493 will serve as your Thesis Coordinator. You should select a Thesis Advisor who will monitor the research and writing of the thesis. The Thesis Coordinator may also serve as your Thesis Advisor.

Approval Process and Deadlines:

1. Spring semester of your junior year.
 - a. Register to take HS 493 and, if appropriate, HS 496 in your senior year.
 - b. Contact a member of the department who is willing to act as your Thesis Advisor. The Thesis Advisor should be familiar with the region and time period you plan to study. (eg. Professor Hsiung on early Republican US.) Talk about possible topics and a suggested readings for the summer.
2. Fall Semester of your senior year.
 - a. During the first or second week of the semester, students must meet with their Thesis Advisor to develop a schedule of tasks and meetings related to their thesis. The advisor may want a thorough outline soon after classes begin, or may assign a preliminary course of readings so that the structure of the analysis can be firmed up. Students should reach an understanding of when various tasks will be completed and develop a preliminary schedule for meetings.
 - b. Submit a 2-3-page thesis proposal stating the aims, scope, and method of their project and the types of sources to be used to the Thesis Coordinator. This proposal should be developed in consultation with your Thesis Advisor. Your Thesis Advisor signs the proposal, thereby indicating to the department that he or she is willing to supervise it. The grade for the thesis will be assigned by the Thesis Advisor with the approval of the Thesis Coordinator.
 - c. One semester proposals are due by the **second** week of the fall semester
 - d. Two semester thesis proposals are due by the **third** week of the semester , or as directed in the senior seminar.
 - e. Consider applying to NCUR or Phi Alpha Theta for a spring presentation. NCUR, the National Conferences on Undergraduate Research, are national meetings where students from all disciplines gather to present their research. Phi Alpha Theta, the national history honorary, has a regional meeting in Pennsylvania every year. You do not have to be a member of Phi Alpha Theta to present at the conference.
3. Spring semester of your senior year.
 - a. Two semester writers should plan on attending thesis workshops throughout the semester.
 - b. Two semester writers must meet with their Thesis Advisor in the first two weeks of the semester to determine a schedule of meetings over the semester. These meetings will constitute part of the thesis evaluation.
 - c. Draft of thesis proposal due in late March.
 - d. Recommended participation in the Liberal Arts Symposium
 - e. Final copy due in late April.

The Thesis Proposal

The proposal should be 2-3 pages, double-spaced, with appropriate formatting and citation. It should have space at the end for the signature of both the submitting student and the Thesis Advisor. The department suggests that proposals cover the following topics:

I. The Question

State as succinctly as possible the question you are addressing. It is often helpful to state a "hypothesis" in your proposal. One source of interesting historical questions comes from debates between scholars -- see where each scholar emphasizes different factors, conditions, or causes. Your subsequent research may shed light on a particular area of disagreement.

II. The Significance of the Question

Explain why the question is important. If related issues are controversial among scholars or practitioners, what are the competing views? If you are approaching a topic in a new or innovative manner, how have others approached it and what contributions might your approach make? If you are exploring a new topic, what is the gap in the literature and why is it significant?

III. The Research

Your thesis should be based on primary sources either in the original language or in translation. You need to explain what sources you plan to use, where they are located, and what methodologies you are considering using to analyze your information.

One and Two Semester Theses

> A one semester thesis is normally 25-30 pages in length, excluding notes and bibliography. You are encouraged to develop an argument around a topic with which you are already familiar. Your thesis might be more historiographical in nature than based upon extensive use of primary sources.

> A two semester thesis is normally 40-50 pages in length, excluding notes and bibliography. It should be based more explicitly upon primary sources. We expect that you will spend much of the fall semester becoming familiar with the secondary literature on the topic and locating primary sources. The sources must be readily accessible and limited enough to be covered in a thesis. A historiographical essay of 10-15 pages will constitute satisfactory progress for the first semester.

> Students who register for a two semester thesis must do "C" work or better in order to continue to the second semester. If a student who begins a one semester thesis wishes to change into a two semester project, he or she must have the permission of both the Thesis Coordinator and Thesis Advisor.

Thesis Grading Characteristics

In general, the guidelines below will apply as follows:

- An “A” thesis will show a majority of characteristics that fall within the “excellent” category in the chart. “A” theses are original, thorough, and presented in a professional manner.
- A “B” thesis will show a majority of “above average” characteristics and may have overlap into the “excellent” category.
- A “C” thesis will have a majority of “average” characteristics and may have some overlap into the “above average” category
- A thesis that has “below average” in one category and “average” in all others will pass with a grade of D. A “below average” in more than 1 category will not pass.
- Any thesis that scores “Unacceptable” in any category will not receive a passing grade.

Criterion	Excellent	Above Average	Average	Below Average	Unacceptable
Thesis Statement	Creative, nuanced thesis statement	Strong, original thesis statement	Clear thesis	Unclear thesis	No thesis
Proof for thesis	Evidence presented fully and elegantly supports thesis.	Evidence presented fully supports thesis.	Evidence presented mostly supports thesis.	Evidence presented is insufficient.	Little or no support for thesis.
Research	Outstanding research using both primary and secondary sources	Overall good research with few gaps	Good use of secondary sources and some primary sources	Poor or no primary sources; inadequate secondary sources	Few sources, large gaps
Organization	Superior organization	Clear chronological or topical organization	Overall clarity with a few points out of place or structural flaws	Adequate structure and sequence	Random or confusing order
Clarity of thought	Superior reasoning and argument	Clear reasoning and argument	Mostly clear with a few unclear portions	Vague and unclear throughout the paper	Confused train of thought
Documentation	Correct citations	Correct citations	Correct citations with very minor errors	Adequate documentation but with errors	Poor source citations or incorrect style
Grammar, style and spelling	No stylistic or grammar errors	A few minor stylistic errors	A limited number of errors	Numerous grammatical or stylistic errors	Many errors (more than 2 per page)

Distinction in the POE

Students may obtain distinction in the history POE by fulfilling the following requirements:

- A cumulative grade point average of at least 3.4;
- An approved, up-to-date POE in history or a history-related individualized POE;
- A senior thesis which, in the opinion of the thesis advisor and members of the department, represents high quality work;
- A public presentation of the thesis at NCUR, the Juniata Liberal Arts Symposium, or another public venue.

Students interested in applying for distinction should see the department chair.

Department Website

Students are urged to become familiar with the Department Website. It has full descriptions of our academic programs, information on the faculty, a special section dedicated to students, and other useful material.

<http://www.juniata.edu/departments/history/>



To arrive at a just estimate of a renowned man's character one must judge it by the standards of his time, not ours.

Samuel Clemens

Academic Integrity

History students must be SURE to be completely familiar with all the Juniata College policies on Academic Integrity. Here are some important excerpts from the Pathfinder. The complete Pathfinder may be found at:

<http://www.juniata.edu/services/pathfinder/>

Standards of Academic Integrity

All members of the Juniata College community share responsibility for establishing and maintaining appropriate standards of academic honesty and integrity. Students oblige themselves to follow these standards and to encourage others to do so. Faculty members also have an obligation to comply with the principles and procedures of academic honesty and integrity as listed here through personal example and the learning environment they create. In syllabi, faculty members should clarify the extent to which collaboration is permissible on course-work.

One of the strongest traditions in higher education is the value the community places upon academic honesty. Academic integrity is an assumption that learning is taken seriously by students and that the academic work that students do to be evaluated is a direct result of the commitment of the student toward learning as well as the personal knowledge gained.

Academic dishonesty, therefore, is a deliberate attempt by a student to present knowledge in any aspect as personal when in fact it is knowledge gained by others.

Examples of academic dishonesty are the following:

1. During an examination, using notes, examination copies, or other material not specifically authorized by the instructor.
2. In writing assignments, presenting as one's own work the ideas, representations, or words of others without citing the proper sources.
3. Knowingly doing another person's academic work such as writing papers or taking examinations.
4. Failing to cooperate in the investigation of any student being accused of academic dishonesty.

The penalty for academic dishonesty may lead to dismissal from the college, particularly if it is a repeat offense.

Forms of Academic Dishonesty

Acts of academic dishonesty may be categorized in one of the following ways:

1. Cheating: using or attempting to use unauthorized material in any academic exercise.
2. Fabrication and Falsification: altering or inventing any information or citation in any academic exercise.
3. Multiple Submission: submitting substantial portions of the same academic work for credit more than once without authorization.
4. Plagiarism: presenting the work of another as one's own (i.e. without proper acknowledgment of the source). Citation is unnecessary when ideas or information are considered

common knowledge.

5. Abuse of Materials: damaging, destroying, stealing, or in any way obstructing access to library or other academic resource material or academic records.

Complicity in Academic Dishonesty: intentionally helping or attempting to help another commit an act of academic dishonesty; unauthorized collaboration on any academic work.

How to Avoid Plagiarism

Plagiarism is the attribution of someone else's work to yourself, either by citing incorrectly or by deliberately copying. You do not have to do it on purpose; simple carelessness can also cause it.

Everyone knows that downloading a paper off the internet is cheating. Cutting and pasting off the internet is extremely dangerous as well, so here are a few tips about how to avoid that unpleasant interview with your professor.

1. ALL INFORMATION that does not come from your own head, or that is not "common knowledge" (that is, something a reasonable person would expect to know), must be cited to the source. In the History department we use the Chicago Manual of Style to format footnotes and endnotes, but the most important thing is that you acknowledge where you got your information.
2. If you use the exact wording of the source, you must put it in quotation marks.
3. If you are not planning to use the exact wording of a source, you must **paraphrase it completely**, so that no words or phrases from the original source remain. Here is an example. Let's say the original source says this:

During the reign of Charlemagne, according to the biographer Einhard (d. 840), the king's favorite food was roasted meat, carried into the banqueting hall on spits so that the diners could carve off pieces of meat with their own knives.

THIS IS NOT a paraphrase:

During Charlemagne's reign, Einhard (d. 840) says the king's favorite food was roast meat. The hunters would carry the meat into the banqueting hall on spits and the diners would carve off pieces with knives.

For one thing, you can see the places where the wording is exact. But the syntax — that is, the word order, shape of phrases and concepts, must also be completely changed.

This IS a paraphrase:

Einhard (d. 840), one of Charlemagne's biographers, mentions a custom in which those who ate with the king could choose and cut their own pieces of meat from roasts that servers carried around on spits.

Overlap of a few words is OK, but not if the word is very important: if the author has coined a new phrase, or come up with new terminology, don't use it without saying who invented it.

4. **Juniata now has a very strict policy about plagiarism. Even if the professor chooses not to follow through with a J-board hearing, all infractions of the academic honesty policy are reported to the Assistant Provost, who keeps a record and will inform the professor if a student has previously been charged with plagiarism.**