



Juniata College
History Department

STUDENT HANDBOOK

2020-2021

History: Preparing for a Vocation

Students are often pulled between two educational goals that may seem incompatible: pursue study in a liberal arts discipline or prepare for a career. Many history and anthropology majors have faced that dreaded question: "What will you do with that?"

The question is doubly flawed because it is based on an understanding of a person's education that is one-sided: this understanding is that an education's value is primarily in preparing you for a single and specific vocation or career path. This understanding measures the results of your education only by your first job after college. That is not what the department believes we should be doing. To quote from our wise colleague in Politics, "we are not training you for your first job." Hopefully, you will learn from studying history to take a much longer view. In fact, recent research shows that over a career, persons with majors that are less occupation-specific close the earnings gap with college graduates in vocationally-oriented majors.*

It is somewhat unreasonable to expect a first-year college student to know what he or she wants to do for the next forty years. You might know, but it is normal not to have a firm answer too. In part, your college education is intended to help you think through your career path – not just the year you graduate, but many years down the line.

There are many vocations and many paths to any single vocation. Juniata History alums are working in fields you would expect: law, public history, secondary education, libraries, college teaching and archives. But they are doing many things besides that.

Prepare Yourself for a Future Vocation (or two)

Think of preparing for a career as something you do not just with study in a discipline, but as something you prepare for by making use of summers, elective courses and in your extra-curricular activities. To a significant degree, your career may be based on the sum of your hard skills (such as facility with Excel, Spanish or statistics) and soft skills (personality or interpersonal skills), intellectual ability, and hard work.

As you go through your four years at Juniata, think about yourself as a whole person – and as a whole package, for a potential employer. How can you develop your interests and gifts with skill sets that will benefit you down the road?

* Josipa Roksa and Tania Levey, "What Can You Do with That Degree? College Major and Occupational Status of College Graduates over Time," *Social Forces* 89, no. 2 (2010): 389-415.

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⁴ **College 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.

First Year Composition (FYC)	
First Year Foundations (Fall and	
First Year Seminar (FYS)	

Ways of Knowing Courses: students must take a minimum of 3 credits in each area.

Creative Expression	
Formal Reasoning	
Humanistic Thought	
Social Inquiry	
Scientific Process	

Self and the world: four requirements.

U. S. experience	
Ethical responsibility	
Global Engagement	
Local Engagement	

Connections: taken in the 3rd or 4th year.

Connections course	
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Non-Western Class List

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

HS 109	China and Japan to 1800
HS 152	World Civilizations since 1500
HS 200	The Great War
HS 201	Samurai Legends and Lives
HS 204	Australia/New Zealand
HS 263	Sword and Scimitar
HS 306	The People's Republic of China
HS 313	Disease, Medicine and Empire
HS 316	World War II in Asia and the Pacific
HS 324	Gendering the Raj
HS 326	Modern China
HS 327	Modern Japan
HS 263/363	Southern Africa
HS 367	Women in Africa
HS 400	Crimes Against Humanity
IC 262	Rwanda

Designated 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, **may include HS 293.**

Course	Semester

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

Course	Semester

Both of these courses:

HS 293 — Sophomore Colloquium	
HS 493 — The Historian's Craft	

Four courses in your POE must be from "non-western" areas (please see the list on page 5):

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:

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.

Course	Semester

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

⁸ **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 105 or 106 credits.

General Education Requirements: College Writing seminar, one other English literature course and two mathematics courses, for 12 credits total.

EN 110: College Writing Seminar	MA 155 Heart of Mathematics (WK-FR)
(one English literature course)	MA 103 Quantitative Methods

Core Education Courses: all of the following for a total of 38 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 314	English Language Learner	1
ED 315	English Language Learner Practicum	1
ED 341	Adaptations for Students with Exceptionalities	4
ED 402	General Secondary Methods	3
ED 450	Student Teaching	14
ED 451	Student Teaching Seminar	1

The following requirements are for students entering in Fall 2018 and later.

Social Studies Core Courses: 38 or 39 credits total

History

HS 152	World Civilizations from 1500	3
HS 115	The United States to 1877	3
HS 116	The United States since 1877	3
HS 293	Sophomore Colloquium	3

Select *one* of the following courses:

HS 109	China and Japan to 1800	3
HS 201	Samurai Legends and Lives	
HS 363	Southern Africa	
HS 367	Women in Africa	

Civics and Government

PS 101	Introduction to American Government	4
PS 102	Introduction to International Politics	4
PS 200	Student choice of ONE 200 or 300-level	3 or
or 300	Politics course	4

Economics

EB 105	International Economic Issues	3
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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 *three* "Knowledge in depth courses" from the following list, for a total of 9 credits. Many of them have prerequisites within the Social Studies core. If you do not have the prerequisite, you may take the course with the permission of the instructor.

Number	Title	Credits	Prerequisites
HS 2XX	Sword and Scimitar	3	
HS 305	American Revolution	4	
HS 309	Civil War & Reconstruction	3	HS 115 or 116
HS 272	Early North America	3	
HS 322	Women in Medieval Life	3	
HS 316	WWII in Asia & Pacific	3	
HS 262	N. American Environmental	3	
HS 312	New South	3	HS 116
HS 325	U.S. since 1945	3	HS 116
HS 306	People's Republic of China	4	
HS 363	Southern Africa	3	
HS 367	Women in Africa	3	
HS 326	Modern China	3	
HS 327	Modern Japan	3	
HS 313	Disease, Medicine and Empire	3	
HS 324	Gendering the Raj	3	
HS 400	Crimes Against Humanity	3	
HS 314	Medieval Medicine	3	
PS 313	Congress and the Presidency	3	PS 101
PS 332	International Law and Human Rights	3	PS 102
PS 318	Parties, Elections, Campaigns	3	PS 101

Total Requirements for Social Studies Secondary Education:

- Math and English Core: 12 credits
 - Education Core: 38 credits
 - Social Studies Core: 38-39 credits
 - Knowledge in Depth: 9 credits
- Total certification credits: 97 or 98 credits**

History and Museum Studies POE

This POE is designed to assist students who seek a career in public history. It consists of four segments: a focus upon historical studies; museum studies; and two concentrations reflecting student interests. Students may select concentrations in art history, studio art, communication, or business. Students may also develop an alternative concentration with the permission of the program advisor. Students must complete a capstone senior project and take an internship. As in any POE, students must complete a minimum of 18 upper division credits.

History (28 credits) Students are strongly encouraged to take non-U.S. courses as electives.

HS 115	U. S. History to 1877	3
HS 116	U. S. History since 1877	3
HS 293	Sophomore Colloquium	3
HS 152 or 109	World History since 1400 or China and Japan to 1800	3
HS 249	Interpreting Terrorism	3
HS 493/495	Historian's Craft and Senior Thesis research	4
	Two upper level electives in history	6

Museum Studies core (18 credits)

AR 110 or 115	Survey of Western Art/World Art	3
AR 2xx	Museum Studies	3
AR 392	Museum Education	3
AR 394	Curatorial Studies	3
AR 480	Museum Practicum I	3
AR 481	Museum Practicum II	3

Associated Courses: Total 9 credits.

Required:		
AR 104	Design and Color	3
EN 272	Introduction to Professional Writing	3
Choose 1:		
CM 130	Intro to Communication	3
CM 200	Art of Public Speaking	3
EB 100	Introduction to Management	3
EB 131	Financial Accounting	3
AN	Applied Archaeology	3

Capstone Experience (3-7 credits). Students must have a capstone experience. This may be a one or two-semester thesis rooted in HS 493, or a capstone in Museum Studies.

Internship (for credit or transcript notation). A second internship is strongly recommended.

Total credit count:

History, 28 credits
 Museum Studies, 18 credits
 Associated Courses: 9 credits
 Capstone experience, 3-7 credits
 Internship, 0-5 credits

Total credits: 55-62

Internship Information

If you're interested in finding an internship for the summer, start in the fall semester of the previous school year. Google is your friend. 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.

Financial Support for a Summer Internship

The History Department can award financial support to two students per year according to the following priorities:

First, to a student who receives an internship from the Pennsylvania Historical and Museum Commission that requires matching funds from Juniata College; Second, to the student who makes the most convincing argument that this internship will play the most important role in her/his POE and future career; Third, to the student who will not receive compensation from the organization offering the internship.

The Department Chair invites applications for internship support in March or April. Students should submit a resume and a letter of interest. For more information, contact the chair.

Students must submit a report to the Department within one month of the internship's conclusion, addressing the following:

Describe in 1-2 pages the results of your summer internship. Consider the statement you made in your application. Explain the progress you made toward your goals, what challenges you encountered, the solutions you devised, and any new academic or career goals.

Scholarships and Prizes

Juniata has some specific scholarships and prizes of interest to History students. For more information, 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, and his student and friend Ed Hartt. This endowed memorial fund will be awarded to a student traveling abroad to provide assistance with the cost of travel. Preference is 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. The History Department selects the Crosby winners based on an internal list.

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 History Department selects the Stackpole winner.

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. This award is selected by the chairs of the Humanities departments.

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. The Library staff selects the recipient for this award.

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. This award is selected by the chairs of the Humanities departments.

National and International Fellowships

The Student Research and Fellowship Committee (SRFC) pursues a three-part mission: recruiting and assisting students through national scholarship and fellowship competitions; providing financial assistance to students presenting work at conferences; and providing financial assistance to students trying to conduct research. History students should be aware that major fellowships exist for the study of history and that Juniata students have won them in the past. These fellowships require very high GPAs. For information, see Jim Tuten or another member of the SRFC and consult the web sites of the programs below.

Fulbright fellowships. The Fulbright English Teaching Assistant programs place grantees in schools overseas to supplement local English language instruction and to provide a native speaker presence in the classrooms. The Fulbright Study/Research grant is the traditional award opportunity where a candidate designs a proposal for a specific country.

The Critical Language Enhancement Award provides a supplement in the Fulbright U.S. Student Program for grantees to receive between three and six months of intensive language study in addition to their research or study grants. This opportunity is available for select languages and in limited host countries. See Dr. Jim Tuten for more information.

DAAD fellowships. DAAD is funded by the German government. Highly qualified undergraduate students are invited to apply for scholarships funding study, senior thesis research and/or internships in Germany. The goal of this program is to support study abroad in Germany and at German universities. Preference will be given to students whose projects or programs are based at and organized by a German university. Scholarships are available either as part of an organized study abroad program or as part of an individual, student-designed study abroad semester or year.

St Andrews Fellowship. The St. Andrews Society of Philadelphia provides scholarships to promote understanding between the U.S. and Scotland. Each year, the Society provides funds to send a small number of American students to attend a full year at one of the "Four Ancients," or the Scottish equivalent of the Ivy League: the Universities of Aberdeen, Edinburgh, Glasgow, and St. Andrew's. These U.S. scholars are chosen from a pool of applicants nominated by 30 participating colleges and universities in Pennsylvania. See Dr. Fletcher for more information.

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

Sophomore Colloquium

The "Sophomore Colloquium" enhances and assesses skills required for upper division courses and post-graduate planning. Students with POEs in either History or History and Museum studies are required to take the course in the spring of their second year; third year students may be granted permission to take the course.

The Colloquium consists of two tracks: the development of a "Mock Thesis Project" that introduces students to the expectations of a senior thesis; and a career planning module that includes resumé development, career fairs, and mock interviews.



Students in Sophomore Colloquium
visit the Treasure Room in Heeghy
Library

Mock Thesis Rubric

Criterion	Above Average	Average	Below Average	Unacceptable
Thesis Statement (5 pts)	Effective, original thesis	Clear and effective thesis	Unclear and/or ineffectual thesis	No thesis
Proof for Thesis (14 points)	Evidence fully supports thesis	Evidence mostly supports thesis	Evidence is insufficient and/or unconvincing	Little or no support for thesis
Research (20 points)	Thorough research using appropriate sources; few gaps	Mix of appropriate and less appropriate sources; some gaps	Poor or insufficient sources; many gaps	Very few or no sources, and large gaps
Organization (18 points)	Overall clarity with minor structural flaws	Overall structure is generally clear	Parts of the essay are structured logically	Confusing organization, or no apparent structure
Clarity of Thought (18 points)	Clear, focused reasoning and argumentation	Generally clear reasoning and argumentation	Vague and unclear reasoning and argumentation	Confusing and/or contradictory reasoning
Documentation (10 points)	Correct form and content, sufficient number	Correct form; minor lapses in content and/or number	Inadequate citations in form, content or number	Poor or no citations
Mechanics of writing (15 points)	Fewer than 5 errors	5-8 errors	9-12 errors	More than 13 errors

Portfolio Requirements:

1. Table of Contents
2. Initial annotated bibliography
3. Outline (all of them, if revised)
4. First set of edits (3 copies)
5. Revision Memo
6. Final Draft

Process elements:

- Professionalism (meeting deadlines, good communication, punctuality)
- Creativity
- Sustained effort
- Degree of challenge in the project
- Ability to absorb and use advice

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

Skills of a Senior History Student (Continued)

Research Presentations

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

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 major historiographical trends
- Ability to identify genres of historical writing

Professional Preparedness

- Adherence to ethical standards of the historical community
- Ability to prepare resume for different situations
- Knowledge of which standardized tests are appropriate for which careers
- Ability to research graduate and professional programs and prepare a personal statement



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. Proposals are submitted as directed in the senior seminar (HS 493).
 - d. 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.
 - e. One-semester thesis writers complete their full theses during the Fall semester, according to the schedule set by the senior seminar.
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 due in late March.
 - d. Recommended participation in the Liberal Arts Symposium
 - e. Final copy due last day of classes of Spring semester.

Thesis Guidelines

Thesis Topic

History students and their faculty advisors should determine thesis topics based on the student's previous coursework. The student must select a topic on which s/he has had college-level coursework; no student will be allowed to work on a topic s/he has never studied before.

The length and method of the thesis should fall into one of the following three categories:

1. Faculty advisors may advise a student to write a one-semester thesis based on a paper previously written for a history course (usually a 300-level course or the mock thesis completed in Sophomore Colloquium). This type of thesis is the most common and is usually the best fit for most students.
2. Faculty advisor may allow a student to write a one semester thesis on a topic that is new to the student, but which is based on the student's previous coursework.
3. Students may also ask to write a two-semester thesis on a topic developed with a member of the department. This topic should be based in earlier coursework.

Thesis Structure

All senior theses that are submitted in the History Department should conform to the following structure. This is intended to allow faculty to judge progress across a consistent timeline.

I: introduction

- a. significance of the question
- b. methodology of the study
- c. argument of the study

II: survey of secondary literature (may not be required for some theses)

III: evidence and analysis

IV: conclusion: restatement of the argument and final remarks

Final Thesis Submission Guidelines

Format requirements:

Text should be in a twelve-point font with one-inch margins, and double spaced, except for block quotes. Length should be around 25 pages for one semester, 40 for two. Number the pages. All citations should conform with the Chicago Manual of Style (a copy is available in the lounge).

Finished theses should include:

A cover page with the student's name, advisor's name, title and date

A 100 to 200 word abstract, on the second page, summarizing the argument

Footnotes and bibliography. The bibliography should have primary and secondary sources in separate sections.

A printed copy of the final thesis should be submitted to the thesis advisor and a .pdf copy should be submitted to Dr. Belle Tuten.

Thesis Rubric

Criterion	Strong	Average	Weak	Unacceptable
Thesis Statement 5%	Clear, original thesis statement	Clear thesis	Unclear thesis or thesis with structural problems	No thesis
Proof for Thesis 15%	Evidence presented fully supports thesis.	Evidence presented mostly supports thesis.	Evidence presented is barely sufficient.	Inadequate support for thesis.
Research 25%	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 20%	Clear chronological or topical organization	Overall clarity with a few points out of place or structural flaws	Adequate structure and sequence	Organization problems; major questions left out
Clarity of thought 15%	Clear reasoning and argument	Mostly clear with a few unclear portions	Vague and unclear throughout the paper	Confused train of thought
Documentation 10%	Correct citations of sufficient number	Correct citations with very minor errors	Adequate documentation but with errors, or too few	Poor source citations or incorrect style
Grammar, style and spelling 10%	No errors, or a few minor stylistic errors	A limited number of errors	Numerous grammatical or stylistic errors	Many errors (more than 2 per page)

Process: In addition to the final version of the senior thesis, which is assessed according to the standards above, thesis advisors grade every student on his or her performance through the process of researching and writing the thesis. The thesis advisor grades:

- Professionalism (meeting deadlines, good communication with advisor and punctuality)
- Creativity
- Sustained effort
- Degree of challenge in the project
- Ability to absorb and use advice and criticism
- Presentations of the thesis research at Liberal Arts Symposium and/ or at off-campus meetings

Students should take the time to discuss process evaluation with advisors, because process is key to both a good final thesis and to strong preparation for future careers.

Distinction in the POE

Students may obtain distinction in **History** by fulfilling the following requirements.

- A cumulative grade point average in POE classes of at least 3.5.
- 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 may obtain distinction in **History and Museum Studies** by fulfilling the following requirements.

- A cumulative grade point average in POE classes of at least 3.5.
- An approved, up-to-date POE in History and Museum Studies.
- A capstone project which, in the opinion of the thesis advisor and members of the department, represents high quality work.
 - Students may write a thesis in HS 493,
 - serve Gallery Manager of the JCMA, or
 - serve as student curator of the Founders' Hall History Room.
- A public presentation of the capstone project at NCUR, the Juniata Liberal Arts Symposium, or another public venue.

Students may obtain distinction in **Social Studies Secondary Education** by fulfilling these requirements.

- A cumulative grade point average in POE classes of at least 3.5.
- An approved, up-to-date Social Studies Secondary Education POE.
- A professional semester which in the opinion of the supervisor and members of the department represents high quality work.
- A public presentation of student work at NCUR, the Juniata Liberal Arts Symposium, or another public venue.

Application for distinction should be made to 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/>

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:

<https://www.juniata.edu/offices/dean-of-students/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 are required 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 coursework.

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

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library or other academic resource material or academic records.
 6. 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, and it's important to get the form right, 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:
 During the reign of Charlemagne, according to the biographer Einhard (d. 840), the king's favorite food was roasted meat, carried into the banquet 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 huntmen would carry the meat into the banquet 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.

Example. Let's say the original source says this:

4. **Juniata 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.**

Requesting Recommendation Letters

Faculty (and others) usually have an unarticulated set of rules about the etiquette for requesting letters of recommendation. The following is a brief list of "best practices" when you need recommenders or letter writers.

- Begin by asking the recommenders/referees in person for a letter.
- Try to be clear on how many letters might be involved and give some suggestion of a timeframe. For example, if you are applying in the spring, ask your recommender in the fall.
- Always supply an up-to-date resume and a copy of your personal statement/letter of application/statement of purpose. You should attach these documents to an email. These documents do not have to be your final draft.
- Indicate to your recommender if there is anything specific you want mentioned in their letter. Examples might include research projects, internship experiences, grades, etc.
- You should provide information about the program to which you are applying. Providing a link to the institution's website is one way to do this.

In addition, it is **very helpful** to provide a written list of all expected letters and due dates for them in chronological order, like this:

Institution: University of Pennsylvania

Degree Program: MA in Historic Preservation

Letter due date: January 1, 2019

Many recommendation letters are submitted online. If you need a paper letter submitted, please be sure to include that on that list. You should provide an addressed envelope for a paper letter.

Once you've asked for a letter, don't hesitate to *occasionally* nudge the recommender to work on it. We all need reminders!

For Transfer Students

Welcome to Juniata! We're so pleased you've come to us.

Students transferring to Juniata will have their work evaluated on a course-by-course basis by our Registrar's Office. Generally, courses equivalent to Juniata's course description successfully completed at a regionally accredited institution with a grade of "C-" or better will be granted direct course equivalence. You will receive an official transcript evaluation from our Registrar's Office after your application has been reviewed.

We in the History department strongly suggest that you sit down with the department chair, Dr. Alison Fletcher, for a review of your transferred courses and course plans.

Studying Abroad

The History department strongly recommends study abroad for all History students. In general, all the programs that our Center for International Education offers are appropriate for our students. In the past, the programs that have been particularly popular are those in the United Kingdom (Cork, Leeds, York and Lincoln among them), France, and Germany, but any program can fit your POE with a little planning.

Talk to your History advisor, drop by the CIE, and visit:
<http://terradotta.juniata.edu>.



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