

Juniata
History Department

STUDENT HANDBOOK
2015-2016



For more information see:
<http://www.juniata.edu/departments/history>

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 vocation. Many history majors have faced that dreaded question: "History?! 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 History 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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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.

College Writing Seminar and IA	
IC: Interdisciplinary Colloquium	
CA: Cultural Analysis	

Communication requirement: twelve CW or CS credits. Must include two CW courses (at least six credits), including one CW course in the POE.

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. 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 110	China and Japan Since 1800
HS 151	World Civilizations to 1500
HS 152	World Civilizations since 1500
HS 201	Samurai Legends and Lives
HS 204	Australia/New Zealand
HS 207	The Conquest of the Americas
HS 264	Latin American Society and Culture
HS 306	The People's Republic of China
HS 323	Social Violence in Latin America
HS 348	Contemporary Latin America
HS 363	Southern Africa
HS 367	Women in Africa
HS 499	Crimes Against Humanity
IC 203	Islam Real and Imagined

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 109 or 110 credits.

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

EN 110: College Writing Seminar	(mathematics course)
(one other English course)	(mathematics course)

Core Education Courses: all of the following for a total of 40 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 420	Secondary Methods	4
ED 402	Content Area Literacy	1
ED 422	Secondary English/Social Studies Methods	1
ED 450	Student Teaching	14
ED 451	Student Teaching Seminar	1

The following requirements are for students entering in Fall 2011 and later.

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 109	China and Japan to 1800	3
HS 110	China & Japan since 1800	
HS 264	Latin America Society & Culture	
HS 363	Southern Africa	

Geography

IS 105	World Regional Geography	3
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Civics and Government

PS 101	Introduction to American Government	4
PS 102	Introduction to International Politics	4
PS 216	State and Local Government	3
PS 221	American Political Thought or	3
IC 202	Shaping the American Mind	4

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 *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 302	Crime in European History	3	HS 104
HS 322	Women in Medieval Life	3	HS 104
HS 305	American Revolution	3	HS 115
HS 335	Filming the Dark Ages	3	
HS 309	Civil War & Reconstruction	3	HS 115 or HS 116
HS 272	Early North America	3	HS 116
HS 262	N. American Environmental	3	HS 116
HS 311	Twentieth C. American Wars	3	HS 116
HS 312	New South	3	HS 116
HS 325	U.S. since 1945	3	HS 116
HS 306	People’s Republic of China	3	HS 107
HS 323	Social Violence in Latin Am.	3	HS 262, PS 102
HS 348	Contemporary Latin America	3	HS 264, PS 102
HS 363	Southern Africa	3	
PS 313	Congress and the Presidency	3	PS 101
HS 367	Women in Africa	3	
PS 243	US Foreign Policy	3	PS 102
PS 332	Int. Law & Human Rights	3	PS 102
PS 318	Parties, Elections, Campaigns	3	PS 101

Requirements for Social Studies Secondary Education:

- Math and English Core: 13 credits
- Education Core: 40 credits
- Social Studies Core: 47-48 credits
- Knowledge in Depth: 9 credits

Total certification credits: 109 or 110 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 (20 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	2
HS 249	Public History	3
	Three electives in history	9

Museum Studies (13 credits)

AR 110	Survey of Western Art	3
AR 390	Museum Studies	3
AR 392	Museum Education	3
AR 480	Museum Practicum I	2
AR 481	Museum Practicum II	2

Concentrations (18 credits). Students must complete 2 concentrations. One course within each concentration should be at the 300 level. Courses are selected with the advice and consent of the Program Advisor.

Art History	9 credits
Studio Art	9 credits
Communication	9 credits
Business	9 credits

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, 20 credits

Museum Studies, 13 credits

Concentrations, 18 credits

Capstone experience, 3-7 credits

Internship, 0-5 credits

Total credits: 54-63



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

Ambrose Bierce

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 CA course PS 216 HS 309 ED 402	Spring: 3rd Year ED 420 SO101 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 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.

The Department will follow these preferences when making the award:

- History POEs will receive priority.
- The award will go to a single student.
- The internship will last at least eight weeks

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.

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.

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. Research, writing, and oral presentation skills are highlighted in this limited enrollment course.

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

Skills of a Senior History Student

(Continued)

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
- Ability to lead a short class discussion
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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. 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.

Theses Proposal Guidelines

Proposals should 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 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 15-20 pages will constitute satisfactory progress for the first semester.

> Students who register for a two semester thesis must do "B" 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 Criteria

Criterion	Excellent	Above Average	Average	Below Average	Unacceptable
Thesis Statement (5 points)	Creative, effective, original, nuanced thesis	Effective, original thesis	Clear and effective thesis	Unclear and/or ineffective thesis	No thesis
Proof for Thesis (15 points)	Evidence fully and elegantly supports thesis	Evidence fully supports thesis	Evidence mostly supports thesis	Evidence is insufficient and/or unconvincing	Little or no support for thesis
Research (30 points)	Extensive and creative research using appropriate sources	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 (15 points)	Clear chronological or topical organization	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 (15 points)	Clear, focused, and nuanced reasoning and argumentation	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; takes full advantage of format	Correct form and content; sufficient number	Correct form; minor lapses in content and/or number	Inadequate citations in form, content, or number	No citations
Mechanics of Writing (10 points)	No errors	Fewer than 5 errors	5-8 errors	9-12 errors	More than 13 errors

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.
 - o Students may write a thesis in HS 493,
 - o serve Gallery Manager of the JCMA, or
 - o 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:

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

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 library or other academic resource material or academic records.

Academic Integrity

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. 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.**

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