

## **GUIDELINES of ACADEMIC WORK**

In order to successfully participate in the seminars, it is crucial for you to do scholarly work and historical research. Please find the guidelines of academic work that apply at the Department of North American and British History below.

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## 1) HOW TO RESEARCH A TOPIC

There are several ways to do research for your class presentation, your final paper etc. If you need to get an overview over the time period you are covering, you should start with a textbook. Textbooks cannot be cited in your work, but they will facilitate you getting familiar with a topic. Common textbooks are Jürgen Heideking's *Geschichte der USA*, Eric Foner's *Give Me Liberty*, or Mary Beth Norton's *A People and a Nation*.

Now you are ready to focus your search. Think of appropriate key words, or names or events you can use as search terms. A good start is the Library of the Department for North American History (<http://nag.phil-fak.uni-koeln.de/aaa-bibliothek.html?&L=1>). There you can find primary sources and secondary literature, as well as journals and databases. Additionally you can research the Cologne University Library (USB: <https://www.ub.uni-koeln.de/index.html>). What you can also do in order to get an idea what kind of literature is out there on your topic, is search the extensive catalog of the Library of Congress (<http://catalog.loc.gov/>). Here, you may find titles that do not appear in the USB, but which you can probably get through interlibrary loan. In order to find articles on your topic, you can also search the database America: History and Life (<http://www.ebscohost.com/academic/america-history-and-life-with-full-text>). Another great database to which Cologne has access is JSTOR. Go to USB Köln– Finding and Borrowing – Search for databases and e-media– databases – list of databases (German) – search for JSTOR. It includes a great variety of journals and you will find great articles there.

If you plan on writing a paper using motion pictures as your primary source you should check out the AGuF (<http://nag.phil-fak.uni-koeln.de/aguf.html?&L=1>). The AGuF offers a variety of materials containing documentaries, films and literature on film.

Another good way is to check the bibliography and the footnotes of books that you have already identified as crucial for your topic; it is very likely that you will come across other works that are useful for you there. Also, if you check out books from the library, browse the shelf and see what else is there on your topic.

Finally, check out Umberto Eco's *Wie man eine wissenschaftliche Abschlussarbeit schreibt*, Kate L. Turabian's *A Manual for Writers of Research Papers, Theses, and Dissertations* and Anthony Brundage's *Going to the Sources: A Guide to Historical Research and Writing* (<https://ebookcentral.proquest.com/lib/ubkoeln/detail.action?docID=4853996>)

## 2) HOW TO FIND AND USE ONLINE RESOURCES

Next to the university's library catalogues and databases, the internet is a great resource to find literature as well as a great variety of other materials useful for your project.

However, some websites are more useful and reliable than others and here are a few guidelines and suggestions.

- You can find a broad range of databases on the website of the North American History Department Library (<http://nag.phil-fak.uni-koeln.de/538.html?&L=1>).

- Wikipedia

While Wikipedia is a good start to get an overview of a topic and get some basic info on certain peoples and events, you have to keep in mind that everyone with internet access can contribute articles to this internet encyclopedia. As a consequence, not all contributors are experts in their fields and the content of the article may contain factual errors and inaccuracies. Wikipedia itself states that "As a consequence of the open structure, Wikipedia "makes no guarantee of validity" of its content, since no one is ultimately responsible for any claims appearing in it." (quoted from: [http://en.wikipedia.org/wiki/Wikipedia#Accuracy\\_of\\_content](http://en.wikipedia.org/wiki/Wikipedia#Accuracy_of_content))

Thus, **Wikipedia does not count as a source that can be cited** in your bibliography, and whatever info you find there should be backed up by additional (preferably scholarly) texts.

- A German alternative that offers short articles (written by scholars) on various topics, methods and concepts of history is Docupedia (<http://docupedia.de/zg/Hauptseite>). On this site, you can find, for instance, introductory articles on Visual History, Cultural Turns, History of Decolonisation, Environmental History... The texts do not have a US-focus, yet are still useful for gaining some first insights into a certain field of study or a concept.

- University Websites

University websites in the United States can easily be recognized by their .edu ending. They are usually a lot more trustworthy since their content has been written by scholars and often experts in the scholarly fields. Many universities have made parts of their research foci available online; some have a special research focus and provide digital material that you can use. Here are some examples:

- The Children and Youth in History Project at the George Mason University (<http://chnm.gmu.edu/cyh/>)
- The Adoption History Project at the University of Oregon (<http://darkwing.uoregon.edu/~adoption/index.html>)
- Emergence of Advertising in America at the Duke University (<https://repository.duke.edu/dc/ea>)

There are many, many more. Usually, they provide a short introductory essay about the topic as well as an overview of the sources that can be accessed online.

- Other (digital) libraries and archives

Many presidential libraries have parts of their collections digitalized and thus provide a rich resource for research. Here are some examples:

- The John F. Kennedy Presidential Library that offers a great variety of material on the Civil Rights Struggle (<http://civilrights.jfklibrary.org/>)
- Another great source is the King Center in Atlanta, Georgia, that has many materials relating to Dr. Martin Luther King Jr. (<http://www.thekingcenter.org/>)

- The University of Houston also has an archive on American history called “Digital History”, covering all centuries, various topics, and personalities (<http://www.digitalhistory.uh.edu/>)
- The same is true for the digital history project “History Matters” of the George Mason University (<http://historymatters.gmu.edu/>)
  
- You may also want to search PBS (Public Broadcasting Service), which is a bit similar to *Deutschlandfunk*. Although they do mini-series and documentaries and are not professional researchers, they often collaborate with highly-respected scholars, such as Henry Louis Gates, for their African American History Project (<http://www.pbs.org/wnet/african-americans-many-rivers-to-cross/history/on-african-american-migrations/>). You cannot cite this as a source (unless you critically engage with the material, i.e. make it part of your analysis), but it may be useful to get an overview or find material suitable for class presentations.

- The Library of Congress (<http://www.loc.gov/>)

The Library of Congress in Washington, DC, is the largest library in the world, containing not only books, Congressional records, magazines and (historical) newspapers, but also many primary sources such as maps, photographs, audio recordings etc. Especially noteworthy for our purpose is their “American Memory” Collection, a digital, searchable collection on various topics such as Advertising or African American History.

- The Smithsonian Institution

The Smithsonian Institution in Washington, DC, is the world’s largest museum and research complex. The institution offers a wide variety of digitalized primary sources that can be searched by keyword and topic (<http://www.smithsoniansource.org/>).

## 4) HOW TO ANALYZE A SOURCE

There is a plethora of sources out there that are of interest to historians and students/scholars doing historical research. Depending on the type of source, different insights can be gained and different questions must be asked.

Generally, you want to ask yourself **when** and **where** the source was created; was the primary source created directly after the event (i.e. a battle, a demonstration, a public speech etc.) to which it refers, or years later (in which case the memory might be clouded)? Was the author a participant in the event, a firsthand observer, or do they use interviews of active participants to describe the event?

**Why** it was created and by **whom**; is your source a diary that was intended to be kept private? Is it an advertising image that was popularized in various magazines?

Is it a “reliable source”? We assume that every source is biased in some way. Documents tell us only what the creator of the document thought happened, or perhaps only what the creator wants us to think happened. Thus, historians must always read sources skeptically and critically and not take the given content at face value.

Questions for analyzing a source can thus be:

- Who created the source?
- Why was it created?
- When and where was it created?
- Was it intended for public use and circulation, or is it rather a source for personal use (such as diaries, family photographs, letters etc.)?
- Does the source intend to persuade its audience?
- Does the creator seem reliable and honest?
- Does the information seem accurate (double check with other sources and/or secondary texts)?

There is a great variety of primary sources that are of interest. These can be presidential addresses, letters, diaries, speeches, i.e. textual sources, but also audio-visual ones such as posters, movies, postcards, advertisements and so on. Among the most common types of sources are:

- **Published Documents**

Some primary sources are published documents. They were created for large audiences and were distributed widely. Published documents include books, magazines, newspapers, government documents, non-government reports, literature of all kinds, advertisements, maps, pamphlets, posters, laws, and court decisions.

- **Unpublished Documents**

Many types of unpublished documents have been saved, and can be used as primary sources. These include personal letters, diaries, journals, wills, deeds, family Bibles containing family histories, school report cards, and many other sources. Unpublished business records such as correspondence, financial ledgers, information about customers, board meeting minutes, and research and development files also give clues about the past.

- **Oral Traditions/Oral Histories**

Oral traditions and oral histories provide another way to learn about the past from people with firsthand knowledge of historical events. Oral histories provide important historical evidence about people, especially minority groups, who were excluded from mainstream publications or did not leave behind written primary sources. Oral histories are as old as human beings. Before the invention of writing, information passed from generation to generation through the spoken word. Many people around the world continue to use oral traditions to pass along knowledge and wisdom. Interviews and recordings of community elders and witnesses to historical events provide exciting stories, anecdotes, and other information about the past.

- **Visual Documents and Artifacts**

Visual documents include photographs, films, paintings, and other types of artwork or popular culture artefacts. Because visual documents capture moments in time, they can provide evidence of changes over time. Visual documents include evidence about a culture at specific moments in history: its customs, preferences, styles, special occasions, work, and play.

(For further info refer <http://www.edteck.com/dbq/more/types.htm> )

**Exemplary Questions for Various Types of Sources:**

**Artefact:** What kind of material? What does it look and feel like? What's the shape, size, color, texture of it? Is there anything printed on it? What might have been its use? Who might have used it and when? Was it an everyday item, or rather reserved for special occasions? Does it tell you anything about the technology at the time?

**Photograph:** What's your overall impression of/initial response to the photograph? What can be seen on the photograph? What's in the foreground, what's in the background, why that framing? Try to read the photograph as if it were a text and try to get as much information as possible out of it (people, objects, activities). When was it possibly taken? By whom? For what purpose? Was it privately used or widely distributed/reprinted?

**Poster:** What are the main colors? Or is it black-and-white? Is there a verbal or visual message? Is it dramatic, subtle, attention-catching? What is the intended audience for the visual? Where was it published? When and by whom?

**Written Document:** Is it a newspaper, a letter, a diary, an advertisement, a report, a speech, a press release etc.? Is it handwritten or typed, labelled "confidential" or open to public access? Who created it, when and why? Is the author a well-known historical figure?

**Motion Picture:** Is it a movie, a documentary, a newsreel, a propaganda film, a commercial etc.? What can be gleaned from the title? When was it released? Any info on who directed it? What was the intended audience? What are the characters like? What is the plot about? What about music, the camera work, the actors?

For further information consult the AGuF (<http://nag.phil-fak.uni-koeln.de/aguf.html?&L=1>)

(For further info refer <http://teachinghistory.org/best-practices/using-primary-sources> and <http://www.udel.edu/History/strasser/206SYLLABUSs02.htm#GUIDELINES%20FOR%20ANALYZING>)

## 5) HOW TO WRITE A RESEARCH PAPER

### Formal Aspects:

- **Cover Sheet:** Your paper should have a cover sheet including your name, *Matrikelnummer*, your semester and what subjects you are studying. It should also include the title of the seminar, the semester and, of course, the title of your paper.
- **Content:** The following page should be the content. Your first chapter is usually the
  - Introduction (though you can give it a catchier title than that) and should be about 10% of your paper. The introduction should give the reader a pretty good idea of what your paper addresses, what sources/literature you use and how you plan to work through your topic.
  - The main part should likewise be organized in chapters and that organization should reflect your main points and ideas. The headings of each chapter should give the reader an immediate idea of what you are going to do in that chapter.
  - The very last part is the conclusion (also about 10%); it can also be an epilogue or an outlook, yet in any case should it sum up your key arguments and insights. The conclusion is followed by the bibliography that cites all the material you used, i.e. primary sources, secondary literature, websites, blogs, journal articles, etc.
- **Citation Style:** Historians usually adhere to the Chicago Manual of Style and use footnotes in their texts. However, if you have mainly worked with MLA (guidelines by the Modern Language Association) and you use in-text citation, that's fine, too. Whatever style you chose, make sure that it is consistent throughout your paper.
- **Length:** You all study according to different POs, so please check back and see what the requirements are for you. For North American Studies your term paper should be 20-25 pages long (60.000-70.000 characters, 6.000-7.000 words). Essays should be 10 pages long (30.000 characters, 3.000 words).

### Basic Guidelines:

- When you have a rough idea of your topic, think about if it is feasible and if you can address the issue on a couple of pages. Sometimes students start with very big ideas – that's fine, but think about how you can narrow it down to a more specific question/topic that you can deal with in your paper.
- Then ask yourself:
  - Do I have a thesis, a problem, a research question?
  - Does my topic have a historical perspective, and does the paper provide a historical contextualization?
  - Does the table of content reflect the research question and my approach?
  - What kind of sources do I have? Have you been successful in finding additional material, i.e. appropriate monographs, anthologies, articles etc. through your research?
  - How are the sources connected/ related to my research question? Do they help me to address the question/ issue at hand?
    - Your sources are not limited to texts; photographs, advertisements/ commercials, music/song lyrics, movies etc. can also be great sources! Textual sources can vary from court decisions/law suits to letters, cookbooks, newspaper articles, surveys etc.
- When you have finished a first draft, please proofread! Also, ask a friend to read your paper; are they convinced by the logic of your argument and by your selection of sources, literature, and other materials?
- Make sure to pay attention to the formal aspects noted above.

- Good luck!

## 1. Guidelines in Detail

### 1.1. Page Layout

- Line spacing: 1,5 pt / type size: 12pt- type size for foot-/endnotes: 10pt.
- Font: Times New Roman, Arial, Cambria
- Margins: left 2,5 cm; right 3,5 cm  
top 2,5 cm; bottom 2,5 cm
- Justified text
- Insert page numbers
- Length: depends on your PO. Pages are counted for your text only, including footnotes, but excluding the table of contents, works cited list etc.

### 1.2. Cover page

Title of the seminar, teachers, term  
Title of your paper  
Your name, semester, and subject (minor/major)  
Your Matrikelnummer  
Your address  
Date of submitting your paper

### 1.3. Table of Contents

The table of contents lists your chapters with the respective page numbers. Your chapters **must** include an introduction, a main part (with subchapters), a conclusion, and a works cited list. You may add a list of abbreviations or an appendix, if necessary. Table of contents and the cover page are not paginated!

#### Table of Content

1. Introduction	1
2. The Patriarchal Society of Fin de Siècle New Orleans	3
3. The Creation of Storyville	6
4. Women in Fin de Siècle New Orleans	11
4.1. Working Women in Fin de Siècle New Orleans	11
4.2. Social and Economic Mobility for Women in New Orleans	19
5. Conclusion	23
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All chapter titles listed in the table of content must occur identically in your text. Next to subheadings, you may use paragraphs to structure your text. Please note that each paragraph should represent a coherent **unit** of thought.

### 1.3. Introduction

- introduce your **topic**
- give a short outline of the historical **context**



- state your **question / thesis** as clear as possible: Why is my question relevant? Why do I neglect other, likewise interesting aspects of the topic? You should develop your question and define it concretely towards the end of the introduction.
- give a short account of the **sources** you use: What sources are available for dealing with your topic? Why did you choose your body of sources? What type of source are you dealing with? Why and how do they serve to illuminate your question? Explain your research **method** and relate it to the question you want to address.
- mention the **state of research** and opinions of other authors.
- outline, how you are going to proceed in addressing the question with reference to the **chapters** you listed in the table of contents.

#### 1.4. Main part

- analyze the sources you choose by following up on your question
- avoid a full description of the sources in favor of your main points
- include (divergent) opinions of other authors, and assess them critically

#### 1.5. Conclusion

- summarize your findings
- relate your findings to your question / introduction
- assess the significance of your results and the sources you chose
- you may include an outlook of prospective developments and historical contexts

#### 1.6. Works cited

- separate your works cited list into “sources” and “secondary literature”
- list all entries alphabetically
- do not list any other materials except from those you actually used in your text (i.e. in footnotes, or annotations)

#### 1.7. Style

At least historical works must be written in **past tense**. You should avoid personal statements, for example “I feel that...” Make sure that you use complete sentences (subject, predicate, object), and that your grammar and spelling are correct and consistent (use British **or** American English). Foreign terms and technical terms should be italicized (e.g. *hostis humanis generis*).

#### 1.8. References

##### 1.8.1. Quotations

- In general, quotations should be used for expressing something you cannot say better in your own words. Pick concise and meaningful quotes. It should become clear to the reader, why the quote makes sense or is relevant in the respective context.
- Quotations longer than 3 lines must be indented (1cm, type size 10pt, line spacing 1pt). In this case, you do not need quotation marks.
- **Quotations always have to be exact and accurate:** never translate foreign quotes, and never repeat the contents of the quote in own words.
- For inserting letters or words into a quotation use “[...]” for leaving out parts of the quotation use “[...]” Misspellings in the original **must not** be corrected, but may be marked with “[sic].”

##### 1.8.2. Annotations, Footnotes or Endnotes

- Footnotes give reference of where your quotes, information or concepts come from. Moreover you can use foot-/endnotes to explain aspects not directly relating to your argument. All ideas, thoughts and arguments taken from other authors, although you may

just paraphrase them, must be proven with footnotes. Be aware that missing references are **plagiarism!**

**What must be referenced?**

- Quotations
- Own paraphrasing of other authors' works, arguments, or concepts/theories
- Additional information given in endnotes/annotations

**How do I give references?**

- If you mention a source / book for the first time, give the full bibliographic information according to the examples below. For further references of the same source/book you may use a **short version**, for example: Foucault, "Of Other Spaces," p. 2.
- If you quote primary source material used by another author, write: "**as cited in**"
- If you have several references from the same book in a row, use: **Ibid.** (the same) and give the page number, or **Idem** (the same author) and give the new title and page number.
- Page numbers can be replaced with "**f**," for the following page (for example instead of p. 11-12, p.11f.), or "**ff**" for the following 2 pages (for example instead of p. 10-12, p.10ff.)
- **cf.** (= compare) should be used only if there is something to compare.
- All footnotes need to end with correct punctuation.

**IMPORTANT:** Detection of plagiarism automatically leads to a "fail" of the examination (resp. Hausarbeit) and can also lead to other sanctions, even expulsion from the university. In case of Erasmus students, the home university is informed. **Please attach an anti-plagiarism statement to your term paper:**

"This is to certify that I, [**your name**] wrote the present paper about [**title of your term paper**] by myself, that I did not use any other sources except the ones listed below and that my paper does not contain any longer passages from other works – including electronic media – in addition to the ones I cited.

Place, date and signature"

Plagiarism Statement

This project was written by me and in my own words, except for quotations from published and unpublished sources which are clearly indicated and acknowledged as such. I am conscious that the incorporation of material from other works or a paraphrase of such material without acknowledgement will be treated as plagiarism, subject to the custom and usage of the subject, according to the University Regulations on Conduct of Examinations. The source of any picture, map or other illustration is also indicated, as is the source, published or unpublished, of any material not resulting from my own experimentation, observation or specimen-collecting.

(Name)

(Signature)

(taken from: the University of Liverpool

<https://www.liverpool.ac.uk/~maryrees/homepagemath302/PlagiarismStatement.pdf>)

### Eigenständigkeitserklärung

Hiermit versichere ich, dass ich diese Hausarbeit selbständig verfasst und keine anderen als die angegebenen Quellen und Hilfsmittel benutzt habe. Die Stellen meiner Arbeit, die dem Wortlaut oder dem Sinn nach anderen Werken und Quellen, einschließlich der Quellen aus dem Internet, entnommen sind, habe ich in jedem Fall unter Angabe der Quelle als Entlehnung kenntlich gemacht. Dasselbe gilt sinngemäß für Tabellen, Karten und Abbildungen.

.....  
(Datum, Unterschrift)

### 3) HOW TO PREPARE A BIBLIOGRAPHY

#### Chicago-Style Citation Quick Guide

Here's a list of the most common material you will use when preparing a handout for your class presentation and a research paper. The Chicago Manual of Style is commonly used by historians. Here are some samples that help you produce your bibliography.

#### Sample Citations

- Book, one author

Pollan, Michael. *The Omnivore's Dilemma: A Natural History of Four Meals*. New York: Penguin, 2006.

- Two or more authors

Ward, Geoffrey C., and Ken Burns. *The War: An Intimate History, 1941–1945*. New York: Knopf, 2007.

- For four or more authors, list all of the authors in the bibliography; in the note, list only the first author, followed by *et al.* ("and others"):

Dana Barnes et al., *Plastics: Essays on American Corporate Ascendance in the 1960s . . .*

- Editor, translator, or compiler instead of author

Lattimore, Richmond, trans. *The Iliad of Homer*. Chicago: University of Chicago Press, 1951.

- Editor, translator, or compiler in addition to author

García Márquez, Gabriel. *Love in the Time of Cholera*. Translated by Edith Grossman. London: Cape, 1988.

- Chapter or other part of a book

Kelly, John D. "Seeing Red: Mao Fetishism, Pax Americana, and the Moral Economy of War." In *Anthropology and Global Counterinsurgency*, edited by John D. Kelly, Beatrice Jauregui, Sean T. Mitchell, and Jeremy Walton, 67–83. Chicago: University of Chicago Press, 2010.

- Chapter of an edited volume originally published elsewhere (as in primary sources)

Cicero, Quintus Tullius. "Handbook on Canvassing for the Consulship." In *Rome: Late Republic and Principate*, edited by Walter Emil Kaegi Jr. and Peter White. Vol. 2 of *University of Chicago Readings in Western Civilization*, edited by John Boyer and Julius Kirshner, 33–46. Chicago: University of Chicago Press, 1986. Originally published in Evelyn S. Shuckburgh, trans., *The Letters of Cicero*, vol. 1 (London: George Bell & Sons, 1908).

- Preface, foreword, introduction, or similar part of a book

Rieger, James. Introduction to *Frankenstein; or, The Modern Prometheus*, by Mary Wollstonecraft Shelley, xi–xxxvii. Chicago: University of Chicago Press, 1982.

Book published electronically

- If a book is available in more than one format, cite the version you consulted. For books consulted online, list a URL; include an access date. If no fixed page numbers are available, you can include a section title or a chapter or other number.

Austen, Jane. *Pride and Prejudice*. New York: Penguin Classics, 2007. Kindle edition.

Kurland, Philip B., and Ralph Lerner, eds. *The Founders' Constitution*. Chicago: University of Chicago Press, 1987. Accessed February 28, 2010. <http://press-pubs.uchicago.edu/founders/>.

- Journal article

Article in a print journal

Weinstein, Joshua I. "The Market in Plato's *Republic*." *Classical Philology* 104 (2009): 439–58.

- Article in an online journal

Kossinets, Gueorgi, and Duncan J. Watts. "Origins of Homophily in an Evolving Social Network." *American Journal of Sociology* 115 (2009): 405–50. Accessed February 28, 2010. (URL).

- Article in a newspaper or popular magazine

Newspaper and magazine articles may be cited in running text ("As Sheryl Stolberg and Robert Pear noted in a *New York Times* article on February 27, 2010, . . .") instead of in a footnote, and they are commonly omitted from a bibliography. The following examples show the more formal versions of the citations. If you consulted the article online, include a URL and an access date. If no author is identified, begin the citation with the article title.

Mendelsohn, Daniel. "But Enough about Me." *New Yorker*, January 25, 2010.

Stolberg, Sheryl Gay, and Robert Pear. "Wary Centrists Posing Challenge in Health Care Vote." *New York Times*, February 27, 2010. Accessed February 28, 2010.

<http://www.nytimes.com/2010/02/28/us/politics/28health.html>.

- Book review

Kamp, David. "Deconstructing Dinner." Review of *The Omnivore's Dilemma: A Natural History of Four Meals*, by Michael Pollan. *New York Times*, April 23, 2006, Sunday Book Review.

<http://www.nytimes.com/2006/04/23/books/review/23kamp.html>.

- Thesis or dissertation

Choi, Mihwa. "Contesting *Imaginaires* in Death Rituals during the Northern Song Dynasty." PhD diss., University of Chicago, 2008.

- Website

A citation to website content can often be limited to a mention in the text or in a footnote ("As of July 19, 2008, the McDonald's Corporation listed on its website . . ."). If a more formal citation is desired, it may be styled as in the example below. Because such content is subject to change, include an access date.

McDonald's Corporation. "McDonald's Happy Meal Toy Safety Facts." Accessed July 19, 2008.

<http://www.mcdonalds.com/corp/about/factsheets.html>.