<u>**SOURCE EXPLORATION VERSION 1**</u>

- **Source Exploration Version 1 (due** Feb. 19--week 7; grace period until **Feb. 21, 4pm**) (10 points)
  Write a ca. 3 page bulleted list describing each search and what information it produced.
  This can be organized by search type *& terms* (as in your proposal), or by content (such as items a-j in the list below). You should also interpret what those results mean--what they reveal about that source.
  Note: many students have chosen a person, thing, event or term (e.g. Ulrike Meinhof; Trabant car; JFK's 1963 Berlin speech [as an event, not the text], Jan. 1990 Stasi headquarters demonstration; denazification, *Fluchthelfer*) instead of a documentary "source" in the narrower sense. In these cases your exploration may have different items. *Always say how you found that information!*
  Depending on your "source," these may include:
  a) Full description of the document (or person, event, term), its origin and first publication.
  b) Location of original document (which archive), or where the publication can be found (which libraries). Did you get a copy? If it's within the UC system, use interlibrary loan.
  c) If an author is relevant to your source, you should include biographical information about that person. For well-known figures of public life, you can be brief, giving just the most relevant information. If such information is contested or not widely available (e.g. in standard reference works such as Wikipedia), you need to state *how and where you found that information.* Otherwise: how, when, where did that author find that source? What might that tell us about it?
  d) If the author is a writer or scholar, list relevant other things written or created by that author (publication information with dates, and/or description with examples).
  e) How, where and why the source came to be created, and/or in what context it was published?
  f) If the original was in German, who translated it into English? When? If there are other translations, how do they differ? Into which other languages? When?
  g) Who else has published that source, who cites it? (google scholar is most helpful here) If there are varying interpretations of the source, list where found and describe the differences.
  h) If there is a Wikipedia entry (or subsection in a main entry) about this item, how accurate is it?
  i) If you have unique names, keywords or key phrases, try entering them in <u>books.google.com/ngrams</u> (English and German, date ranges, smoothing, capitalization)--can you interpret the results?
  j) How does this source compare to other, related sources about the same event or in the same genre? How do their perspectives differ? In what ways is it more informative or less?
  ➢ Good papers may qualify for a bonus as a class presentation, web publication or Wikipedia entry.

Version 2 (due March 5--week 9) (10 points)
  - **After incorporating the professor's edits & suggestions, submit your final version on Gauchospace.**
    Also resubmit the hard copy of your commented Version 1 in class.

Grammar & Formatting Conventions (& Pet Peeves)
  1. Do not use the collective singular (with the definite article "the") to refer to groups; use plural instead. E.g. *not* "the reader will notice …," but: "readers will notice." This not only indicates that not all readers are alike, but enables you to use "they" instead of having to choose between he, she and he/she. Similarly for ~~the historian, the Nazi, the German~~, etc. In general, this helps to avoid stereotyping.
  2. Place apostrophes correctly--do not use an apostrophe for pluralization (unless the word is also possessive): **One German, two Germans**; that Germa**n's** book (possessive), that group of Germa**ns'** books (poss. plural).
  3. Don't use an apostrophe when referring numerically to decades, e.g. The economic miracle of the **1950s**.
  4. Recently, the convention for spelling **antisemitism** has changed: no hyphen or capitalization. (This recognizes that there is no such thing as Semitism.)
  5. Use **bold** for emphasis and *italics* for titles, never underlining. **Underlining is reserved to signify links.**
  6. Use in-text citations (Authorslastname date, page#), e.g. (Jarausch 2006, 183).
  7. Place punctuation marks inside the "quotation mark**s,"** but in-text references outside of the quotation marks and preferably at the end of the sentence, not right after an embedded quotation (but *before* the final punctuation). Thus: The 1960s were the decade in which Germans made the greatest strides towards becoming 'civilized' again, according to Jarausch (2006, chap. 5).