

SOURCE EXPLORATION ASSIGNMENT

This assignment is designed to foster the following specific learning goals (primarily "information literacy"):

- To be able to locate and assess *sources of information*, including authorship and provenance.
- To understand how historians choose and use evidence to reconstruct significant features of the past.
- To assess arguments, formulate meaningful research questions and construct logical, convincing interpretations.

Most history books offer a narrative about what happened in the past. These narratives are based on *primary sources*--documents and artifacts created at the time of the events in question, or later by eyewitnesses to those events--, as well as *secondary literature*--books and articles written by people (historians, memoirists, journalists, novelists) who used primary and other secondary sources to craft their own narratives. In many cases historians trust other authors' work and do not consult the original primary sources themselves. The task here is to take one of these primary sources, from the [GHDI collection](#) on the web, or the Fritzsche and Moeller course books, and find out as much as possible about who its author was, why that author created it, for what audience, how that original audience understood it, how the source was preserved, and--last not least--how that source was found and has been invoked and interpreted over the years since its creation.

Step 1: Proposal (meetings with professor weeks 4-5); hard copy due Feb. 7, 2pm (week 5)(5 pts)

Pick a few sources from the [German History in Documents and Images](#) website, or from the notes in Fritzsche, or the Moeller textbook sources, or discuss your own ideas with the professor. [2 hours]

- Think about Germany between 1900 and 1945--what interests you about it? List 4-5 topics. Browse the course books and GHDI website for sources on that topic.
- If you need help picking a source, talk to or email the professor *before* your appointment.
- Note at the source of the source--in the headnote, footnote or after the source's body text.
- Write your proposal as described here, listing where you looked & what you found.

Elements of your proposal (label them "Web search, Worldcat, JStor, ..., Google scholar, etc."):

1. Full, correct citation of the source *and its source* as given by the GHDI or other authors, followed by a brief narrative describing it (*with its date of creation*), and its author (*with birth & death years*).
2. Then **describe the results of the following searches, with the search terms you used**:
 - a) Google the author, exact title, title keywords, & unique words or phrases. (Try in German too.) What information is on the open web? On what sites? Give complete webpage citation information.
 - b) Search [melvyl/worldcat](#): where is this publication available? In what editions and translations? Click the "Find more information about:" link. **Retrieve or order relevant books at the library.** Start a bibliography using [Chicago Style \(notes+bib\) format](#) (tip: start with citation generators).
 - c) What articles cite or quote this source? What do they say? In the [library databases](#), try:
 - **JSTOR**: has the full text of many history journal articles over a long period of time
 - **Academic Search Complete**: has many more scholarly journals, but not always full texts.
 - **Times of London** and **New York Times**: Do newspapers report on the event or source author?
 - d) Use [google ngrams+books](#): what can you find out here, is the publication available full-text?
 - e) Search [google scholar](#): what books/articles cite your source? What do they say about it?

Bring a printout of your proposal draft to your appointment with the professor.

Step 2: Exploration (due Feb. 21--wk 7; hard copy+proposal 2pm in class; 9pm on GS)(20 pts)

Turn in a narrative (1-2 pages) and annotated bibliography in chronological order (1-2 pages).

- Start with your own **headnote**, including--as relevant and in a meaningful order:
Background information about the author, editor and *original* document, and/or where the first publication can be found, as well as how you know. If available online (e.g. [Hathi Trust](#)), give the permalink. *Get a copy at the UCSB library*, or if in the UC system, order via interlibrary loans.
- **Relevant biographical information** about the author & editor (use footnotes to cite where you found out --Wikipedia ok), noting any discrepancies between different sources of background information. If relevant: describe/list other things written or created by that author. (cont'd on back)

- How, where and why the source came to be created--in what context was it published?
 - Description of the entire first, original publication (the context of the source excerpt).
- Some of the following can be presented as a (chronological) list of annotated bibliography items.

NOTE: not all of the following items are relevant for all topics.

- Any newspaper articles or reviews published at that time about that person, event or source.
- **Who else has published that text, or cited it?** (from JSTOR, ASC, Google Books & Scholar)
How does each interpret your source? Describe & explain varying interpretations.
- If the original was in German: Anything significant or revealing about the translation/-tor?
- If there is a unique term, phrase or concept, try [google ngrams](#)--also in the original German.
It is not always easy to interpret these--discuss with the professor what the results might indicate.
- How does this source relate to other sources about the same person or event, in other books or the GHDI collection?

➤ *Explorations earning a B+ or better grade generally qualify for the "no exam essay" option.*

Step 3: Revision (due Mar. 7--week 9; Commented Exploration+Revision 2pm in class; 9pm on GS)(5 pts)

After incorporating the professor's corrections & suggestions, submit a revised version.

This version should either have an expanded, well-written narrative, or the annotations should flow like a paper. It will be graded on formal writing as well as research. (See Writing Conventions below.)

Also **resubmit the commented hard copy of your first version**--fold top corner and insert after page 1.

Tips for Doing Well

- Try foreign language (German) websites: use [translate.google.com](#) and search exact German phrases.
- If you find revealing google ngrams, **include screenshots** showing the parameters of the graph.
- Follow the writing conventions below.
- **Pay attention to the grading criteria:**
 - * **Seriousness of research effort** (even null results are results, but you must try all searches).
 - * **Quality of annotations & analysis** (search "annotated bibliography" for examples).

Writing Conventions (& Prof's Pet Peeves)

1. Use 1.5 line spacing, 1x1" margins, 12pt Times font.
2. A document/book's voice should be in **present tense**; authors ~~do~~→did things in **past tense**.
3. Number the pages in the upper right (in MS Word: Insert > Page Number), but not on first page.
4. Use **hanging indent** (.5") format and <shift+enter> to keep annotations with bibliography entries.
5. Use **bold** for strong emphasis, *italics* for light emphasis (& book titles), underlining for hyperlinks.
6. Place punctuation marks inside of "quotation marks." Footnote ref.s go **outside** a "quotation."¹
7. Use footnotes not endnotes. Their references should be at the end of a sentence, **after the period.**¹
8. You may use in-text citations, but always put them outside of quotation marks, at the end of the sentence, *before* the period, not right after a quotation. Thus: The "failed bourgeois revolution of 1848" started Germany down a path leading to Hitler (Taylor 1945, 88).
9. Do not use the **collective singular** (preceded by "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 or she."
Similarly avoid ~~the historian, the Nazi, the Jew, the German~~, etc. This helps to avoid stereotyping.
10. Use "**who**" when referring to people, "**that**" when referring to things or organizations.
Example: Hitler was the leader **who** promised to make Germany great again.
11. Place **apostrophes** correctly; do not use an apostrophe for pluralization (unless the word is also possessive): One Nazi, two Nazis. But **possessive**: That Nazi's gun; that group of Nazis' guns.
The possessive **its** has **no** apostrophe (like his & hers); the contraction it's (it is) does.
12. Do not use an apostrophe in naming decades, thus: "from the **1920s** to the **1930s**."
13. The convention for spelling **antisemitism** has changed: no hyphen or capitalization.
(This recognizes that there is no such thing as Semitism.)
14. The past tense of '**to lead**' is spelled **led**: The leader Wilhelm II led Germany to defeat in WWI.