

Honors Research Project

(Due Dates are subject to change)

October 1st	Distribution of Project Requirements
October 29th	3-5 Topic Choices with Possible Root Thesis for each (see pg. 3)
November 13th	Topic Choice and Root Thesis Due
December 17th	Preliminary 10 Source Annotated Bibliography Due - 3 primary (see pg. 5)
January 14th	Final Topic Choice and Thesis Statement due to Ms. Valsamis (see pg. 4)
January 28th	Final Topic Choice and Thesis Statement due to Mr. Collins (Dept. Head)
March 3rd	Skeleton Outline (1 page) and 15 Source Annotated Bib. Due - 5 primary
March 24th	(week of) - Mini-Presentation and Peer Review
April 14th	Outline (4 pages) and 20 Source Annotated Bib. Due - 5 primary
April 28th	Special technology needs must be submitted to Mr. Collins
May 5th	Five Copies of Cover Sheet, Final Outline, and Annotated Bibliography Due to Mr. Collins in Room 217 by 3:00pm. No exceptions! Absence is not an excuse! 10 points off for each day late!
Mid May Dates TBA	Presentations begin and are roughly 25 minutes. Assigned presentation dates will be given out in mid-April and are fixed unless an emergency arises. Students will earn a zero for their presentation if they fail to show up at their scheduled time.

You should be reading and researching throughout
the time period between October and May!

Honors Project counts as 12% of final course grade (in lieu of final exam)
60% Assignments listed above (graded by Ms. Valsamis)
40% Presentation (graded by panel)

Topic Possibilities

This list of topic possibilities is by no means exhaustive. These are just some suggestions. If you have any ideas you are working on, please discuss them with me. All topics must be approved. No two students in one class may do the same topic with the same thesis.

Your topic must have a non-United States focus and must fall within the time frame of modern world history (1350-present).

African focus

African National Congress
Algerian Revolution
Apartheid
Boer War
Building of the Suez Canal
Congo Revolutions
Environmental Exploitation
Ethiopian Resistance to European Imperialism
Ethnic Wars (there are lots)
Human Rights
Independence Movements and Results
Liberia (creation of, civil wars in)
Lobengula/Zimbabwean Resistance
Mahdi defeats British at Khartoum
Mohammed Ali's reforms in Egypt
Religious Movements
Resistance Movements
San Tribe
Scramble for Africa
Shaka Zulu
Slave Trade
Zanzibar (Omani Sultans, trade)

American focus (non-United States)

Alliance for Progress
Bolívar's fight for independence
Canada's Independence
Columbian Exchange
Cuban Revolution
Environmental Issues
European Imperialism
Falklands War
French Canada
Great Depression in Latin America
Haitian Revolution
Human Rights
Latin American Independence Movements
Mexican Revolution
Perón/Argentina
Pinochet/Chile
Quebecois Movement
Sandinistas and Nicaragua
Socialism and Communism in Americas

Asian focus

Boxer Rebellion
British India
Cultural Revolution
Decolonization
Emilio Aguinaldo (Philippines)
Environmental Issues
Ethnic Rivalries

European Imperialism and Resistance to
Human Rights
India/Pakistan Partition
Indian Independence
Japanese Imperialism
Khmer Rouge
Korean War
Manchu decline
Mao's Long March
May 4th Movement (Chinese Resistance to Japanese Imperialism)
Meiji Restoration (Japan)
Ming Dynasty (culture, technology, religion, etc.)
Mughal Empire (Akbar)
Nationalism's rise
Nuclear Power (getting it, world's reaction)
Occupied Manchuria
Opening of Japan (Perry)
Opium Wars
Qing (Ch'ing) Dynasty
Religious Movements
Russo-Japanese War
Sepoy Rebellion
Student Protests in China
Taiping Rebellion
Tibetan Independence Movement
Tokugawa Dynasty (Japan)
Vietnam War
Women's Role

European Focus

Anti-Nuclear Protests
Armenian Holocaust
Bloody Sunday (Russia)
Bolshevik Revolution
British Anti-Slavery Movement
Conflict in Ireland
Congress of Vienna
Crimean War
Disintegration of the Soviet Union
Dreyfus Affair
Easter Uprising of 1916 (Ireland)
Elizabethan Period
Enlightened Despots
Environmental Issues
Ethnic Conflict
Eugenics Movement
European Imperialism
Fascism
Finno-Russian War
German Unification
Glorious Revolution
Gorbachev's Reforms

Great Depression in Europe
Human Rights
Industrial Revolution
Italian Unification
Leninism/Marxism
Luddites
Marshall Plan
Prague Spring
Puritan Revolution
Reform under the Russian Czars
Reformation and Counter-Reformation
Religious Movements
Resistance to Soviet Bloc
Rise of Socialism
Scientific Revolution
Spanish Armada
Spanish Civil War
Stalin's Purges
Terrorism
Versailles Treaty Implications
Victorian Period
War Crimes Tribunals
Warsaw Ghetto Uprising
Weimar Republic
Women's Suffrage Movement
WWI
WWII
WWII Resistance Movements
Young Italy Movement
Yugoslavia /Tito

Middle Eastern Focus

Ataturk's Reforms
Building of the Suez Canal
Cypriot Crisis
Ethnic Conflict
Environmental Issues
Formation of Israel
Human Rights
Imperialism
Independence Movements
Iranian Hostage Crisis
Liberalism/Fundamentalism in Religion
Kurdish Separatist Movements
Mandate System
Muslim Feminist Movement
Ottoman Empire
Palestinian Movement
Persian Empire
Persian Gulf War
Religious Issues
Suleiman (Ottoman)
Terrorism

"Root" Thesis Statements

Choose one of the following statements as a starting point to help you direct your research. When you learn more about your topic, modify the root thesis and create a specific, controversial argument.

1. Economics is the most important root of conflict.
2. There is always an alternative to conflict.
3. Cultural diffusion has improved other cultures.
4. Revolution does not cure social issues.
5. Religion has been an effective means of social control.
6. Technology has improved the human condition.
7. Authoritarian rule can be superior to democracy.
8. The growth of a middle class has been a democratic force.
9. Ethnicity has largely been a dividing force.
10. Government control over communications has impeded social progress.
11. Humanity's pressures on the environment, including population growth, produces a decline in living conditions.
12. Women's and minority rights have not been won without the support of the intellectual elite.
13. Tolerance for diversity strengthens nations and empires.
14. An artist's body of work is reflective of his/her times.

Thesis Statement Development

Begin formulating your thesis based on the list of possible "Root Theses" on the previous page. First, choose a "root" or preliminary thesis statement from that page. When you have learned more about your topic, your goal is to transform and fine-tune that "Root Thesis" into your own clear, specific, focused thesis statement.

A thesis is an overall goal, a controlling idea. For a research project or essay, a thesis is a declarative statement of the main ideas that can be supported by evidence. An example is:

"Stress, a condition which can seriously threaten an individual's health in a variety of ways, can be alleviated with personal health care techniques."

The thesis can be compared to a topic sentence in a paragraph. In fact, the thesis statement serves as the topic sentence for both the introductory and concluding paragraphs and the entire research project.

Thesis development often evolves through problem stages. The **problem thesis** may be a simple **statement of fact** (which is not enough) such as a definition which needs no support,

Boxing is a contact sport.

Another **problem thesis** is based on **emotional personal opinions** (also not good enough),

Boxing is a useless, violent sport.

Another **problem thesis** is be a **self-evident statement of truth** (guess what?).

Boxing can be dangerous.

By adding more information, this third type of problem thesis can be converted into a **strong, controversial thesis statement** (which is what you're looking for):

Boxing's popularity depends on the danger involved and the expectation of injury.

Annotated Bibliography

An annotated bibliography is one in which each source has an appropriate bibliographic entry but then also has a short paragraph under the entry that describes the content of the source and how that source was useful to you.
It should also deal briefly with any evidence of bias.

Divide your sources into primary and secondary.

The preliminary bibliography should be at least 10 sources,

The second bibliography should be at least 15 sources.

The final bibliography should be at least 20 sources.

At least 1/4 (five) of your sources in your final bibliography need to be primary.

REMEMBER:

- Separate Primary and Secondary Sources
- 1/4 should be primary
- Alphabetical Order
- Underline or *italicize* title
- Use a variety of sources (don't forget newspapers, magazines, interviews, etc.)
- Limit internet sources. Also, consider the website's reliability? validity?

You will be using Noodlebib (an internet tool) for your bibliography.
More information will be forthcoming during our library visits in October!

Noodlebib Information

(from home access)

User ID: lexington

Password: biblio

Enter your personal User ID and Password to access your bibliography.

My User ID: _____

My password: _____

Be sure to share your Noodlebib with the appropriate block!

Citing Your Sources

When you are researching, you often come across a particular wording or statistic that perfectly says what you want to say. However, you cannot simply copy it into your paper. It is not your work. If you paraphrase an author's words, use a quote, a specific detail, or a statistic from another source it must be cited. **You do not have to cite if the information is common knowledge (can be found in 3 or more sources).**

Citation Format

Remember, since you will be using Noodle Bib, your bibliography will automatically be formatted correctly. As you find sources, however, record the relevant information so that you can enter the source into Noodle Bib at a later time.

Here is the correct citation format for your information:
(for additional formats, go to the LHS Library Website)

Book with one author:

Author's name (Last, First). Title. Place: Publisher, Date of copyright.

Book with multiple authors:

(alphabetically) 1st Author's name (Last, First) and 2nd Author's name (First Last). Title. Place: Publisher, Date.

Book without an author:

Title. Place: Publisher, Date.

Encyclopedia: (not all do have authors, check at the end of the article):

Author's name (Last, First). "Title of Article." Title of Book. Year edition.

Magazine or Newspaper Article:

Author's name (Last, First). "Title of Article." Title of Magazine. Date: pages.

Movie:

Title. Videocassette. Publisher, Date.

Internet: (It may not have some of this information, if not, just skip it.)

Author's name (Last, First). "Title of Article." Date put on web: On-line. Internet. Date Accessed. Available Address.

Outline

The outline is a critical piece of the honors project.
It will be turned into your judges as well as myself.
Make sure it represents your best work.
You will use endnotes to cite your information.

I. Outline Mechanics

- A. you are strictly limited to a maximum of four pages single spaced
- B. cite all quotes, statistics, and any ideas that are not your own in footnote citing format
- C. use proper outline format
 - 1. indent each subheading
 - 2. alternate roman numerals and letter starting with a roman numeral
 - 3. no A without a B or 1 without a 2
 - a. so if you find you have a subheading and only one category under it
 - b. you shouldn't have the subheadings
 - 4. when a line carries over be sure to indent it to the previous lines heading so that it will look nice and neat
- D. put your topic and thesis statement as well as your name directly on the top of your first page and put your name on each following page
- E. proofread, proofread, proofread!

II. Outline Theory

- A. organize your information in a way that will make it easy for the reader to see what you are trying to prove
- B. remember, your ultimate goal is to prove your thesis

Visuals

Your presentation must include a visual. However, keep in mind that it can be auditory or kinetic, which can actually be more appealing to the audience. When you present your honors research project in front of the panel, a supplementary piece is essential.

**A tabletop, video, overheads, picture board, music, etc.,
are all excellent additions to a presentation.**

You are required to prepare the product that you will use to aid your presentation. A 3-dimensional tabletop with a backboard including pictures, maps, quotes, charts, etc. is probably the most common choice but creativity is very much encouraged.

Rules:

1. Any equipment that will be necessary you must be able to run yourself
2. be sure to cite any materials you use on your backboard or in your presentation
3. you are not allowed to use anything that is not acceptable by school rules

Suggestions:

1. this is a great place to incorporate some of your primary resources
2. choose something that will genuinely enhance your presentation, think about how you would use it during your oral presentation
3. don't put too much writing on the backboard or posters, if the judges can't read it from their seats it is basically worthless
4. use colors, make it appealing
5. remember your time limitations

**Stay away from powerpoint presentations that simply
narrate or summarize your thesis or outline!**

**If you are interested in powerpoint,
you must be creative (import audio, video, etc.)!**

Presentation

You've done lots of research and spent hours crafting a thesis statement that is provocative yet provable. Now you have to convince someone else of the truth that you have discovered.

The presentation block you will be scheduled for is 45 minutes long. The breakdown of that time period should be as follows: 5 minutes to set up, 25 minutes of presentation, 10 minutes of questions, and 5 minutes to clean up. You will be docked points if your presentation is not at least 25 minutes long.

Introduce yourself to your panel and give them your thesis right off the top. Do not be creative and lead up to it in a confusing way: be clear and concise. Be sure to speak clearly and loudly enough that everyone can hear you without straining. Vary your tone and inflection and speak in an animated way. Show the judges that not only do you know what you are talking about but also that you enjoyed your project. Do NOT read from a paper although you may use note cards to help you keep your place. Interact with your panelists, and look them in the eye and smile. Be sure to integrate your visuals during the course of your presentation. Conclude well, wrap it up, reiterate your major points instead of just trailing away into silence, end with pizzazz. Most of all, try to relax!

During the question and answer period you can expect questions of all different types. Your outline, bibliography, visuals, and actual presentation may all spark questions. You will also generally get at least one softball question like "Why did you choose this topic? What was the most interesting thing you learned?"

Panelist's Questions

Asking questions is tricky. Panelists do not want to embarrass students by asking questions that they can't answer. On the other hand, if panelists do not ask substantive questions, they may not have enough information to score the presentation. It is recommended that they ask both 'easy' and substantive questions. You should feel good about what they have done and your presentation will be taken seriously. Here are some possible questions that may be asked.

Possible 'Easy' Questions

1. Why did you choose this topic for your presentation?
2. What was your most difficult problem?
3. What was the most interesting thing you learned from working on this project?
4. What is the most important lesson you learned in working on this project?
5. What is the one question you are hoping the panel will ask? Okay, answer it.

Possible 'Serious' Questions

1. What was your best source and why?
2. What is significant about your topic in World History?
3. How did your topic relate to what event/s came before or after? What led up to your topic?
4. How did your topic change history?
5. How do historians view your thesis? Are their positions similar? If not, how do they differ?

Panelists may ask follow up questions to clarify your responses - especially if the response is not substantive.

Finally, remember you are being scored against the **scoring rubric**, not competitively with each other.

Prepare your presentation with the rubric as your guide.
I will distribute this rubric to you.