

Guidelines of Academic Work

Geschichte Großbritanniens und Nordamerikas
2022

Table of Contents

1. The How's and Why's of Seminar Papers	1
2. Formalities.....	1
2.1. Formatting	1
2.2. Length.....	1
2.3. Cover Page.....	2
2.4. Submitting Your Paper	2
3. How to Find Your Topic and Central Questions.....	2
4. Before You Start: How to Write an Exposé.....	3
5. How to Find Sources	3
5.1. KARLA and DBIS	5
5.2. Interlibrary Loan/Fernleihe.....	5
5.3. University Websites.....	6
5.4. Other Digital Libraries and Archives	6
5.5. Further Online Resources	6
6. Structuring Your Seminar Paper	7
6.1. Table of Contents	7
6.2. Introduction	8
6.3. Main Part	9
6.4. Conclusion.....	10
6.5. Notes on Language	10
6.6. Footnotes and References.....	10
7. Analysing Primary Sources	10
7.1. Step 1: Analysis of the Form.....	11
7.2. Step 2: Historical Contextualization and Explanation.....	12
7.3. Step 3: Conclusion/Final Analysis	12
7.4. Notes on the Analysis of Images	12
7.5. How to Analyse Film and Television.....	13
8. Preparing a Bibliography.....	13
8.1. Book and Articles	14
8.2. Film and Television Series	17
9. Final Checklist:	19

1. The How's and Why's of Seminar Papers

Seminars are there to teach you the tools of historical research and writing seminar papers is a crucial part of it. The skills learned through them are fundamental to not only your studies, but also further qualify you for the job market. You are learning to dig deeper into a topic, narrow it down and present it in a clear and precise manner – all things that come in handy when you teach at a school, or work in journalism, in an archive, a museum or at any company.

During your time at university, the seminar paper is what allows you to do independent research. The goal is to reflect on and convincingly argue your own standpoint based on evidence-driven analysis, and to situate your findings in larger historiographical contexts. This enables you to demonstrate that you have acquired scholarly expertise on a specific topic, and that you can present this expertise in an appropriate manner.

The following guidelines should help you tackle seminar papers in history and *Landeswissenschaften*. They offer general advice as well as more specific tips for navigating these fields.

2. Formalities

2.1. Formatting

- Microsoft Word standard margins (2.5cm top/2cm bottom/2.5cm left), but a correction margin on the right of 3.5cm
- Line spacing: 1.5 pt.
- Type size: Times New Roman 12pt. OR Arial 11pt.
- Type size for annotations/footnotes/endnotes: 10pt.
- Insert page numbers on the bottom right corner.

2.2. Length

You all study according to different POs. Please check back and see what the requirements are for you. A 10-15 pages term paper roughly consists of 4,000 to 6,000 words. Pages are counted for your text only, including footnotes, but excluding the table of contents, works cited list, etc.

2.3. Cover Page

Include:

- Name of the University and department
- Type and title of the course
- Current semester (e.g. WiSe2020/21)
- Name of the lecturer
- Title of your paper
- Subject term module
- Your name, address, matriculation number, and subject (minor/major)
- Date of submitting your paper
- The visual design of the cover page is up to you!

2.4. Submitting Your Paper

When you submit your paper, you must include:

- A. A complete and unprotected PDF version of your paper (via email or according to your instructor's specifications). This needs to be sent to your instructor directly.
- B. A complete, printed version of your paper. This needs to be sent to your instructors' mailbox in FB05: Nora-Platiel-Str.1, room 2309. In case you do not have access to the room, you can also use the mailbox of the *Verwaltungsgebäude* (Mönchebergstr. 19).
- C. A printed and signed anti-plagiarism statement.

3. How to Find Your Topic and Research Question

It is important that you first narrow down your topic, as one of the most common mistakes made is to try to tackle something too broad for a term paper, which often leads to superficial analysis, and difficulty researching it beforehand. Topics like "World War I" or "The French Revolution" or "Gender in Film" are not suitable for 12-15 pages, as they easily fill entire book series. Even topics like "Propaganda in World War I", "The Political Culture of the French Revolution", or "Gender in Romantic Comedies" are still too unspecific. It makes more sense, for instance, to discuss the Hindenburg myth in the context of World War I propaganda, or the portrayal of women in the romantic comedies by Nancy Meyers.

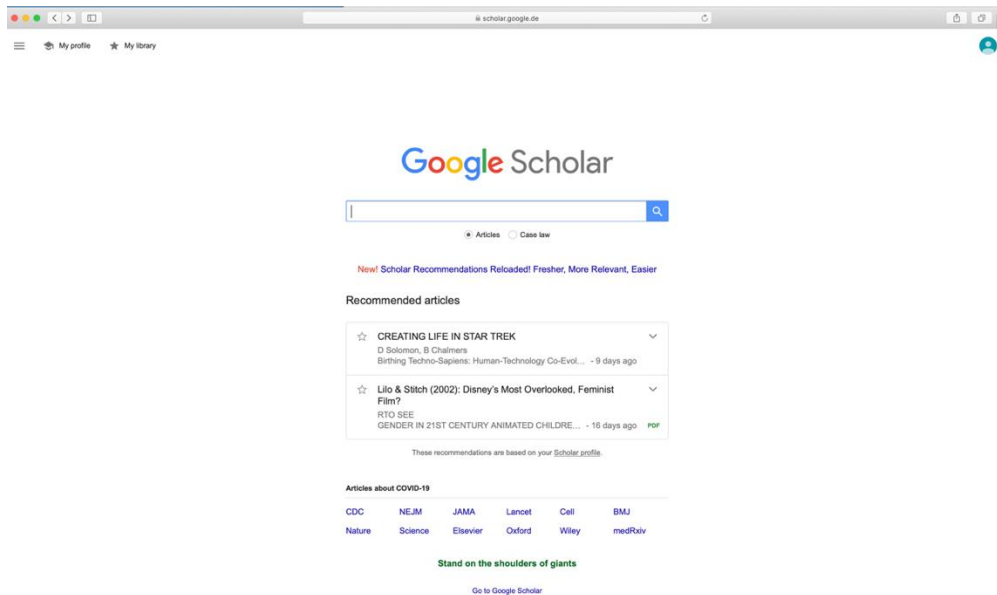
History is the study of problems, not the recitation of facts. At the core of every good seminar paper lies a precise and clearly articulated research question that is meaningful AND doable. The question that you choose is neither predetermined nor assigned by your instructor. Ideally, the subject of your research grows out of engaging with the relevant literature, or of dealing with a person, movement, object, idea or institution that you have learned about in one of the sources. Research questions can help fill gaps in the historiography. They can address misconceptions, contradictions, and controversies, or can simply shed light on something that you want to know more about. Your research question will allow you to select, evaluate and interpret your sources systematically. The question you come up with is never carved in stone. It will almost certainly evolve as you read more.

4. Before You Start: How to Write an Exposé

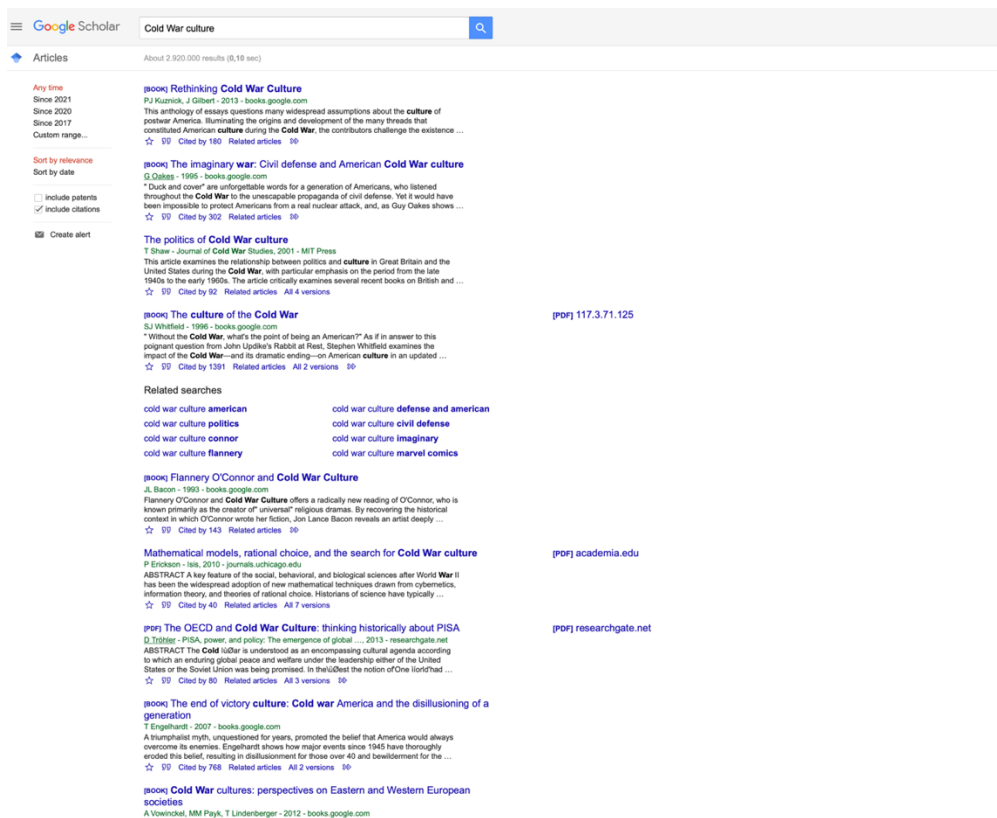
Before you begin in-depth research into your topic and looking up further source material, you should thus write a short exposé to send to your course instructor. This will allow them to give you feedback, such as helping you determine whether your topic is doable in the short span of a term paper, whether you are asking the right questions, and potentially recommend some literature to you. An exposé consists of your central thesis and questions in a short abstract and/or bullet points, a tentative table of contents, and a short overview of the literature (see below, How to Find Sources). This does not yet have to be perfect – the purpose of it is to let your instructor (and, depending on the course, your peers) help you with any issues or questions you still have, so you do not run into problems while already in the writing process.

5. How to Find Sources

A good start to find academic literature is Google Scholar (<https://scholar.google.de/>), as it provides access to full texts of academic articles or occasionally even books online (either full versions or a preview on Google Books). It will also help you find literature you can then access via the university library system, by either ordering the book or accessing the e-book, or by checking if the journal is available through them (via platforms such as JSTOR). See the example below:



Google Scholar functions like the regular Google search bar – the more specific your search terms, the more accurate/helpful your search may be.



We searched for “Cold War culture” in this example. As you can see in the screenshot, Google immediately distinguishes between books [BOOK] and other sources. Clicking on a book link takes you to the Google Books preview (if available). This can help you determine whether the book is relevant for your research, and then look it up via the university library (see below). The same is true for journal articles. If you see something labelled as [PDF], often linked to databases such as academia.edu and researchgate.net, you may be in luck and a full pdf of the work is available for free. These are often peer reviewed journal articles that scholars have uploaded there and may help you find sources not available via JSTOR or similar databases the university library provides you with.

5.1. KARLA and DBIS

KARLA is the library catalogue of the University of Kassel. DBIS is a database that lists hundreds of websites (<https://www.uni-kassel.de/ub/suchen-finden.html>). In both systems you will be able to search for books, journal articles, etc. The library has several different types of licences for their online materials, so gaining access to a specific article may, occasionally, be a bit of a difficult task in itself. Often, you will need to be logged into your library account to access online texts, other times you may need to be connected to Eduroam either by being on campus or VPN (<https://www.uni-kassel.de/its/dienstleistungen/mobiler-netzanschluss/cisco-anyconnect-vpn-client>).

When being logged into KARLA, you will be able to save your searches and mark items with tags which can help you stay organised.

5.2. Interlibrary Loan/Fernleihe

It is strongly recommended that you set up a *Fernleihe* account, as you will eventually come across source material and literature that is inaccessible via other means. Interlibrary loans enable you to order books, journal articles, etc. from all over Germany for only € 1,50/order. As it usually takes about a fortnight to arrive, you will need to start your research early.

To be able to use the interlibrary loan system, you will need to specifically set up this *Fernleihe* account (so a **separate** account from your normal library account!) at the desk at any of the six University of Kassel libraries. It takes about 2 minutes to set up,

and you will have to deposit at least €1.50 to be able to order. For more explanation visit the *Fernleihe* website (<https://www.uni-kassel.de/ub/suchen-finden/fernleihe.html>).

5.3. University Websites

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

Children and Youth in History Project (<https://chnm.gmu.edu/cyh/>)

Feeding America: The Historic American Cookbook Project (<https://d.lib.msu.edu/>)

Adoption History Project (<https://darkwing.uoregon.edu/~adoption/index.html>)

Yale Slavery and Abolition Portal (<https://slavery.yale.edu>)

5.4. Other Digital Libraries and Archives

Many archives and libraries have digitized parts of their collections and provide a rich resource for research, especially for primary sources. Here some examples:

Digital History Archive by the University of Houston (<http://www.digitalhistory.uh.edu>)

Digital History Project by the George Mason University (<http://historymatters.gmu.edu/>)

The John F. Kennedy Presidential Library (<https://civilrights.jfklibrary.org/>)

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

The Martin Luther King, Jr. Research and Education Institute, (<https://kinginstitute.stanford.edu/>)

The Smithsonian Institute (<https://www.si.edu/>)

5.5. Further Online Resources

Sometimes, online resources that are neither purely academic publications nor news sites not found on Google Scholar can be helpful for your research and can be directly cited, especially when you work on topics of popular culture. Film or television reviews can come in handy, as can long form articles in popular magazines.

Here are some examples of online websites and magazines that usually have well-researched and -written articles and reviews you can work with – needless to say, you should still engage **critically (!)** with what you find there, as the content published here are usually opinion pieces. Some examples include:

- The Atlantic (<https://www.theatlantic.com/world/>)
- LA Review of Books (<https://lareviewofbooks.org>)
- New York Review of Books (<https://www.nybooks.com/>)
- The New Yorker (<https://www.newyorker.com/>)
- Vulture (<https://www.vulture.com>)
- Medium (<https://medium.com/>)

6. Structuring Your Seminar Paper

A seminar paper consists of three general parts: introduction, main part, and conclusion. Before this comes the table of contents.

6.1. 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. The table of contents and the cover page are not paginated. All chapter titles listed in the table of contents must be the same as in the main body of the work. Each subheading must consist of at least two subchapters: a subchapter should be at least one page long. Next to subheadings, you should use paragraphs to structure your text. Please note that each paragraph should be one coherent argument/thought.

Example:

Table of contents

List of abbreviations

1. Introduction.....	1
2. Black Lives Matter and the Removal of Statues.....	4

2.1. Edward Colston Statue in Bristol, UK.....7
 2.2. Confederate Monument in Birmingham, AL..... 10
 3. Conclusion12
 4. Works Cited14
 Appendix

6.2. Introduction

The first chapter is usually the introduction (though you can give it a catchier title than that) and should not exceed 1/10th of your full paper. The introduction should give the reader a pretty good idea of what your paper addresses, what sources/literature you use and the main theses/arguments guiding your work. Your introduction should contain:

- a short paragraph leading into your topic that explains its relevance;
- your main research questions/objectives: the basis for these is in your secondary literature, so you should familiarize yourself with it before you come up with them. Why is this topic relevant and important to research? What is it that you want to find out and show with your questions? What do primary sources tell you about your questions/what questions present themselves based on these sources?
- brief overview of your topic/state of research: this is where you discuss how well researched the topic at hand is, if there are any controversies, what the central arguments of the existing research are (in other words: not just a list of important literature!);
- a definition of key terms and concepts: when you provide **short** definitions of the terms that are crucial or your interpretation (and only those!), you avoid misunderstandings and level with your readers. Be as focused as you can! In most cases, clarifying the meaning of no more than one or two analytical categories relevant for pursuing your research objective will suffice;
- primary source analysis: present your primary sources, as well as your method of analysing them, anything more in depth belongs in the main part of the paper!
- briefly explain the structure of your paper: why are you discussing things in the order you have chosen?

6.3. Main Part

The main part should likewise be organized in chapters according to your main points and ideas. The headings of each chapter should give the reader an immediate idea of what it is about. Please make sure that:

- the structure follows the one given in your introduction, surrounding the central questions/theses, so everything you write should grow out of them! When you give historical context, it should not lead too far from the topic at hand, so do **not** provide several pages of a simple retelling of historical events (or in the case of media history, the plot of a film/television show etc). Example: If you write about the Hindenburg myth, as described above, do not first highlight all central events of World War I or go to great lengths explaining what propaganda is in general (a short definition in the intro would suffice!);
- no matter what your main arguments and analysis are about, it is thus crucial that you weave in this analysis into the historical context or theories – if you do feel it is absolutely necessary to provide more background information, please do so briefly at the beginning of your main part, other definitions of terminology goes in the introduction (Example: If you write about the Civil War in public memory/Erinnerungskultur, briefly explain in the introduction what Erinnerungskultur means, but do not give an overview of larger discussions surrounding the topic or a longer state of research in the main part!);
- common thread: make sure it is clear that there is a common thread to your paper that guides the reader through all of the work and connects subchapters with each other;
- make ample use of your secondary literature and back up your claims with evidence drawn from primary sources! You need to situate your work in the current state of research. This also means engaging with potentially existing controversies, diverging opinions etc.
- make sure all your data and facts are correct and properly cited!

6.4. Conclusion

The last part is the conclusion (~1/10th of your full paper) and should include:

- a concise summary of your findings based on the research question(s) stated in the introduction;
- suggestions for possible future research or similar;
- no new information/arguments!

The conclusion is followed by the bibliography that cites all the materials you used, i.e., primary sources, secondary literature, websites, journal articles, etc. [See also below “Preparing a Bibliography”].

6.5. Notes on Language

Please double check your text for typos, errors in spelling, grammar and so on. Try to adopt a scholarly writing style using relevant terminology. Contents of a source are described in the present tense, while historical descriptions require past tense. Your own analysis must be clearly recognizable as such. History does not have to be bland and dry. It is ok to try to write with the flair of a novelist as long as you heed the laws of academic rigor. Structure your text in paragraphs!

6.6. Footnotes and References

Footnotes give a reference of where your direct quotes or arguments come from. You can also use footnotes (or endnotes) to explain aspects not directly relating to your argument. All ideas, thoughts and arguments taken from other authors, even when you just paraphrase them, must be cited with footnotes. Be aware that missing references are plagiarism [See also below “Preparing a Bibliography”]!

7. Analysing Primary Sources

You may have to write a primary source analysis separately for your seminars, or you will need these skills in the larger context of your term paper. There are three steps when analysing historical sources:

1. analysis of the form and a short (!), structured summary of its content
2. historical contextualization (incl. more in-depth analysis of aspects as necessary)

3. source interpretation, followed by assessment and conclusion

7.1. Step 1: Analysis of the Form

This contains analysing the formal characteristics of your primary source, a short summary of its content, and its central arguments (documents) or a description of the parts of the image (in case of visual sources such as photographs, paintings, caricatures, etc.).

Please include the following information:

1. type of text (e.g., speech, newspaper article, war photography ...)
2. context (place, date, event/occasion)
3. overarching topic and intent of the source
4. author (possibly also info on their social position, function, office, origin etc.)
5. addressees of the document (private individuals, potential voters, newspaper readers, the public, governments, or other important actors)
6. relationship between author and addressee

The order of these points is not set in stone, but try to include all of them if the source allows – depending on the historical document at hand, different features can be of greater or lesser importance. Most often the information you can gather from historical sources will be of limited value. Generally speaking, your objective is to examine how the source relates to particular historical events, as well as to reflect on the scope and meaning of the statements made or the messages communicated within the immediate historical context of the source.

Focus next on summing up the main points, questions, and assertions articulated in the source. Central arguments and statements from the source should become clear here. Keep in mind that while historical analysis should be grounded in empirical evidence, total objectivity can never be reached. It is thus more important that you understand how your immersion in present-day concerns informs your research; that you set priorities based on what you want to “find out”, and that you and make your structure mirror your research objectives. It is also important that your assumptions and analysis results are clearly distinguishable from what is being said in the actual source.

Although objectivity may never be fully achieved, analytical distance is possible through using appropriate language, such as specialized terminology. Please use citations sparingly in the descriptive part of the source analysis and focus on key terms that modern-day readers might find difficult to decipher, or are difficult to translate (and then always in quotation marks). The purpose of such short reproductions is to make the content of the source fruitful for your own analysis (such as in a seminar paper) or for discussion in the group (during your seminar).

7.2. Step 2: Historical Contextualization and Explanation

This aims to establish a connection between the source material and the historical context. Thus, you need additional information here that cannot be found in the source itself. In contrast to the first brief situation in context, a comprehensive social and cultural-historical, or at least event specific contextualization should be the goal of this section.

7.3. Step 3: Conclusion/Final Analysis

This is where you bundle the information outlined above to evaluate the source. Before you conclude, it might help to restate some of the key characteristics of the source. Another option would be to select central aspects addressed in the source from a certain analytical perspective and to explain them in more detail. Try to be as precise and careful as possible in presenting different points of view and highlighting potential lines of conflict. What significance did the identified source content have at the time? Why was the perspective presented here important? Which counterarguments could be made? What impact or outcome did this source have?

7.4. Notes on the Analysis of Images

Instead of the author, name the painter/photographer etc., if it is known, otherwise the context of the publication, such as the exhibit it was part of. As with written texts, name the genre: caricature, election poster, painting, etc. Instead of the summary of the text, describe the content of the picture (who/what is being depicted) as well as relevant specific details and the overall composition as completely and precisely as possible! Pay special attention to written elements, such as captions, and name clearly identifiable

historical events or figures. You can structure this analysis according to the type of source, but often a basic system works such as from left to right, foreground to background, main characters to secondary characters.

7.5. How to Analyse Film and Television

When you analyse a film or television series, treat them similarly to other primary sources and consider: when was it made? What is the historical and cultural context it was made in? Who produced, directed, wrote it? How may all of this affect the final “text”? What genre is this production, what is its target audience? Who are the main actors, and how do they influence what you see on screen? Pay attention to the fact that television shows often have changing directors and writers from episode to episode, and creators/showrunners can even change over time.

Consider issues of representation (such as race, class, gender, sexuality) both on screen and behind the camera and what their influence may have been on choices made. Look at film techniques (see <http://www.owlnet.rice.edu/~engl377/film.html>) and how they might help you verbalize what you analyse. Film and television are rich texts, and you should make sure to treat them as such.

8. Preparing a Bibliography

When writing your research paper or preparing a presentation, you will need to consult both primary source material and secondary literature. To give credit to the authors you used throughout your work, you need to prepare a bibliography. A bibliography is always sorted in alphabetical order by last name of author and contains everything you referenced throughout your work (and not more!), whether you quoted them directly or just paraphrased them. The Chicago Manual of Style is commonly used by historians (please make sure you use the version with footnotes, the “notes and bibliography version”, not in-text references). Here are some samples that will help you produce your bibliography. For further information, such as many other types of sources (general websites, dissertations, conference presentations, social media etc.) and guidelines, use The Chicago Manual of Style Handbook available in the library or The Chicago Manual of

Style website in its current edition (as of March 2021, this is the 17th edition), particularly their quick citation guide:

https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html

Here are some sample citations for the most commonly used sources,¹ first for the footnotes you use in the main body of the text, then the bibliographical entry. If you reference the same source twice or more, you can shorten the footnotes upon second reference (“shortened notes”):

8.1. Book and Articles

Book (with one or two authors)

Footnotes

Zadie Smith, *Swing Time* (New York: Penguin Press, 2016), 315–16.

Brian Grazer and Charles Fishman, *A Curious Mind: The Secret to a Bigger Life* (New York: Simon & Schuster, 2015), 12.

Shortened notes (from second reference)

Smith, *Swing Time*, 320.

Grazer and Fishman, *Curious Mind*, 37.

Bibliography entries (in alphabetical order)

Grazer, Brian, and Charles Fishman. *A Curious Mind: The Secret to a Bigger Life*. New York: Simon & Schuster, 2015.

Smith, Zadie. *Swing Time*. New York: Penguin Press, 2016.

Chapter or other part of an edited book

¹ All directly taken from: https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html

In a note, cite specific pages. In the bibliography, include the whole page range for the chapter or part. In some cases, you may want to cite the collection as a whole instead, but only if you refer to it more generally.

Footnotes

Henry David Thoreau, “Walking,” in *The Making of the American Essay*, ed. John D’Agata (Minneapolis: Graywolf Press, 2016), 177–78.

Shortened notes (from second reference)

Thoreau, “Walking,” 182.

Bibliography entry

Thoreau, Henry David. “Walking.” In *The Making of the American Essay*, edited by John D’Agata, 167–95. Minneapolis: Graywolf Press, 2016.

Journal Article

In a note, cite specific page numbers. In the bibliography, include the page range for the whole article. For articles consulted online, include a URL or the name of the database. Many journal articles list a DOI (Digital Object Identifier). A DOI forms a permanent URL that begins <https://doi.org/>. This URL is preferable to the URL that appears in your browser’s address bar.

Footnotes

1. Susan Satterfield, “Livy and the Pax Deum,” *Classical Philology* 111, no. 2 (April 2016): 170.

2. Shao-Hsun Keng, Chun-Hung Lin, and Peter F. Orazem, “Expanding College Access in Taiwan, 1978–2014: Effects on Graduate Quality and Income Inequality,” *Journal of Human Capital* 11, no. 1 (Spring 2017): 9–10, <https://doi.org/10.1086/690235>.

Shortened notes (from second reference)

1. Satterfield, “Livy,” 172–73.

2. Keng, Lin, and Orazem, “Expanding College Access,” 23.

Bibliography entry

1. Satterfield, Susan. “Livy and the Pax Deum.” *Classical Philology* 111, no. 2 (April 2016): 165–76.

2. Keng, Shao-Hsun, Chun-Hung Lin, and Peter F. Orazem. “Expanding College Access in Taiwan, 1978–2014: Effects on Graduate Quality and Income Inequality.” *Journal of Human Capital* 11, no. 1 (Spring 2017): 1–34. <https://doi.org/10.1086/690235>.

News or Magazine Article

Articles from newspapers or news sites, magazines, blogs, and the like are cited similarly. Page numbers, if any, can be cited in a note but are omitted from a bibliography entry. If you consulted the article online, include a URL or the name of the database.

Footnotes:

1. Rebecca Mead, “The Prophet of Dystopia,” *New Yorker*, April 17, 2017, 43.

2. Farhad Manjoo, “Snap Makes a Bet on the Cultural Supremacy of the Camera,” *New York Times*, March 8, 2017, <https://www.nytimes.com/2017/03/08/technology/snap-makes-a-bet-on-the-cultural-supremacy-of-the-camera.html>.

Shortened notes (from second reference)

1. Mead, “Dystopia,” 47.

2. Manjoo, “Snap.”

Bibliography entry

1. Mead, Rebecca. “The Prophet of Dystopia.” *New Yorker*, April 17, 2017.

2. Manjoo, Farhad. “Snap Makes a Bet on the Cultural Supremacy of the Camera.” *New York Times*, March 8, 2017. <https://www.nytimes.com/2017/03/08/technology/snap-makes-a-bet-on-the-cultural-supremacy-of-the-camera.html>.

8.2. Film and Television Series²

Film

Do not include minutes/seconds for a specific scene/moment, a general reference suffices!

Footnotes:

Joe Versus the Volcano, directed by John Patrick Shanley (1990; Burbank, CA: Warner Home Video, 2002), DVD.

[Firstname Lastname, Title of Work, directed/performed by Firstname Lastname (Original release year; City: Studio/Distributor, video release year), medium.]

Bibliographical entry:

Shanley, John Patrick, dir. *Joe Versus the Volcano*. 1990; Burbank, CA: Warner Home Video, 2002. DVD.

[Lastname, Firstname. Title of Work. Directed/Performed by Firstname Lastname. Original Release Year; City: Studio/Distributor, video release year. Medium.]

Television

The format for citing a television show is similar to citing a film, but sufficiently different that it is worth providing some extra guidance. You must specify the number and title of the episode to which you are referring, of course. You should cite by original date aired/released. Do not include minutes/seconds for a specific scene/moment.

Footnotes:

Star Trek: The Next Generation, season 2, episode 9, “The Measure of a Man,” directed by Robert Scheerer, written by Melinda M. Snodgrass, featuring Patrick Stewart, Brent Spiner, and Whoopi Goldberg, aired February 13, 1989, Paramount.

² Taken from:

https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/cmos_formatting_and_style_guide/audiovisual_recordings_and_other_multimedia.html

[Title of Work, episode number, “Episode Title,” directed/written/performed by
Firstname Lastname, aired Month day, year, on Network/Platform Name.]

Bibliographical entry:

Snodgrass, Melinda M, writer. Star Trek: The Next Generation. Season 2, episode 9, “The
Measure of a Man.” Directed by Robert Scheerer, featuring Patrick Stewart, Brent Spiner,
and Whoopi Goldberg. Aired February 13, 1989, Paramount.

[Lastname, Firstname, dir. Title of Work. Season number, episode number, “Episode
Title.” Aired Month day, year, on Network/Platform Name.]

9. Final Checklist:

- Does the table of contents reflect the research question and my approach?
- Do I have a thesis and a research question?
- Does my topic have a historical perspective, and does the paper provide historical contextualisation?
- Do I use quotations and provide citations for them?
- Do I use my own paraphrasing of other authors works, arguments, or concepts/theories and provide citations for them?
- What kind of sources do I have? Have I been successful in finding additional material, i.e., appropriate monographs, anthologies, articles etc. through my research?
- Are the sources connected/related to my research question? Do they help me address the question/issue at hand?
- Did I proofread my term paper?
- Asked a friend to read my paper? Are they convinced by the logic of your argument, your selection of sources, literature, and other materials?
- Followed the formal aspects?
- Introduced my topic?
- Given a short outline of the historical context
- Stated my question/thesis as clear as possible: why is my question relevant? Why do I neglect other likewise interesting aspects of the topic?
- Given a short account of the sources I use: what sources are available for dealing with my topic? Why did I choose my body of sources? What type of source am I dealing with? Why and how do they serve to illuminate my question? Explain my research method relate it to the issue I want to address. Mentioned the state of research and opinions of other authors?
- Analysed the source I chose by following up on my question?
- Avoided a full description of the source in favour of my main points?
- Included opinions of other authors, and assessed them critically?
- Summarized my findings and connected them to my question/introduction?

- Separated work cited list into sources and secondary literature?
- Listed all the entries alphabetically?
- Did not list any other materials except from those I used in my text?
- Did I write and sign my plagiarism statement?