A Guide to Writing Your . . .

History
Senior Thesis

a.k.a. HIST 0700
Senior Independent Study

Academic Year 2015-2016
April 2015

Dear Seniors,

Your senior thesis is the most important project you will complete in your undergraduate career. It is your best opportunity to become a practicing historian, to produce a serious work of scholarship developed from your own original research. Here you can engage in the act of creation, rather than simply convey the ideas of others. You will be able to craft your own project, raise your own informed questions, explain your own data, and make your own judgments.

The history department has created this guidebook to help you succeed in this endeavor. Included here are several documents that you should find useful. Please read these materials carefully, paying particular attention to deadlines and departmental policies about the thesis-writing process.

Best of luck on your journey as a historian.
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THE THESIS PROCESS: FROM BEGINNING TO END

1. How do I choose a thesis topic?

Pick a topic you find interesting. Remember that you are going to have to live with your topic for the better part of your senior year. Do not be afraid of important topics, topics that bridge geographic subfields or topics unrelated to the subject of your junior research paper.

At the same time you will have to narrow your topic sufficiently so that it can be done in five months. This process involves putting your inquiry in the form of a question that is neither too broad nor too narrow. You may have started with a general curiosity about the Russo-Japanese war (The Russo-Japanese War: What’s Up with That?), but you will end up with something much more specific (Why did the American press back the Japanese until the war ended, then switch sides afterwards?). Your specific question may hinge on which primary source materials are available in a language you can read.

Finally, make sure your topic is feasible. Find out what the library holdings are here. Determine the most important secondary sources (books and journal articles). Scour bibliographies, library catalogs, and on-line data bases for verifiable primary sources. Take advantage of Interlibrary Loan and NExpress services to request materials from distant places. And do not hesitate to consult with your advisor or, during this early stage, with anyone else in the department.

2. How long should the thesis be?

Approximately 65 pages: 55 – 70 pages are the acceptable range. This does not include your bibliography or any additional materials you may wish to put in an appendix. It does, however, include your footnotes.

3. What style should I follow?

Consult Turabian, A Manual for Writers of Research Papers, Theses, and Dissertations, Eighth Edition, unless your advisor directs you to another manual. You should have received a copy in HIST 0600 but it is also available online through the library website at go/citations, click on Chicago/Turabian. This style is also referred to as CMS for Chicago Manual of Style.

Theses should be typed, double-spaced, with notes at the bottom of the page or at the end of the thesis.

The bibliography should be broken down into primary and secondary sources, and the main sources should be annotated, which is to say that there should be a written 2-5 sentence
comment for each significant source describing the role that source played in your research. For examples, see pp. 17-18 below.

Turabian’s manual will provide you with proper direction for all issues related to constructing proper footnotes and bibliography. Software programs such as Zotero, now available free through the library and on the web, may be helpful to you in organizing your bibliographic information. You are, however, ultimately responsible for the accuracy of your information and for putting it in proper citation format. You have to read with care what actually gets printed, including your footnotes and bibliography.

4. How flexible is the thesis deadline?

Not at all, if you want to be considered for Honors. There is, however, a two-week "grace period" after the deadline. There is no grade penalty for submissions during this period, but you lose any chance for departmental honors if you utilize the grace period. Any thesis submitted after the two-week grace period is subject to a grade penalty which may not permit graduation on schedule. Please consult pages 10-11 of this guide for this year's deadlines.

5. How do I proceed? And what is a thesis prospectus?

The mandatory Senior Thesis Workshop that will take place this semester will provide you with some guidance, and perhaps more important, it will give you some intermediate deadlines.

First Step: A prospectus and a preliminary bibliography (list of primary and secondary sources you intend to analyze).

This should be submitted to your advisor early on or before Monday, October 5 at 4:30 p.m. for Fall/Winter and Fall/Spring theses, turned in according to your advisor’s directions.

If you fail to meet this deadline, you will receive a course warning.

A successful prospectus will (in 3-5 pages, plus list of sources):

1. Define the topic as specifically as possible, including the span of time involved.

2. Define and ask one or more key historical questions. What question will you ask and answer in your research and writing? What drives your curiosity? For help on formulating questions see the Bowdoin history guide, section 3 c.

http://www.bowdoin.edu/writing-guides/

AND: this handy guide to historical questions:

http://www.williamcronon.net/researching/questions.htm
3. Place both topic and questions in the context of the most significant and recent scholarly work addressing similar topics and questions.

4. Explain the significance of the topic and question: So what? What compels you to ask this question and devote yourself to seeking answers?

5. Describe the key primary and secondary sources and a plan for the first phase of research. The purpose of this requirement is to reassure yourself and your advisor that there is indeed enough material (both primary and secondary) available to ensure a successful completion of the topic chosen.

While compiling the prospectus you should ALREADY start reading the secondary works in your area, to familiarize yourself with the main lines of the story and the conclusions that other historians have suggested.

Such reading should help you pare down your topic and arrive at something workable in the limited amount of time you have at your disposal. Make good use of your time in these preliminary stages of your thesis work.

Next step: Don’t stop working on your thesis! You will turn in 20-25 pages of writing on the Wednesday after Thanksgiving Break (but do not wait until Thanksgiving Break to start)!!

The more searching, reading, thinking, analysis and writing that you do in the first few months, the better prepared you will be to pull it all together in the second term of HIST 0700.

After solidifying your topic and mastering its historiographical dimensions, you should prepare a general outline of the various chapters or sections. In a thesis of 65 pages, you may find that three or four sections will allow you to break your material up into workable segments that you can tie together in the conclusion.

Your next major step will be to start writing as soon as possible. This is counterintuitive. How can you write before you have done all the reading? Begin with what you know, even if it is only narrative, and even if it starts in the middle of what will be your thesis. The act of writing itself will bring your topic into sharper focus, and it will help you form a clearer idea of what you need to know to complete the thesis. You may end up scrapping or radically revising your first draft as you continue to read, but the effort will not have been wasted. Research does not stop when writing begins; the two complement and aid one another.

Your writing schedule will be determined in consultation with your thesis advisor and with the faculty leaders of your thesis workshop. Members of the history faculty will serve as your best guides for thesis writing. However, all thesis writers will submit 20-25 pages of writing by Wednesday, Dec. 2nd (the Wednesday after Thanksgiving Break). This draft need not be one distinct and final section of your final thesis. It could consist of parts of different sections. It could focus on writing from primary sources for different sections of
your thesis. It could provide analysis of secondary sources as a frame for some of your primary sources analysis. However, this writing should be carefully proofread and show signs of careful work, polish, and must include legible and clear footnotes and bibliography, even if such are not in perfect form or complete.

Please remember that the research and the writing of the thesis should reflect your own independent work. We expect that your advisor will provide you with constructive feedback, and you may also find it beneficial to have a fellow student look over your thesis drafts for general readability. It is not acceptable, however, to have other people (including parents, former teachers, other Middlebury faculty or students) do the important thinking, writing, and revising for you.

6. How do I wrap this up?

You must give yourself enough time to read the entire thesis to make sure it hangs together, moves logically, is trimmed of excess verbiage, and concludes convincingly. Then be sure to proofread the final version for typographical errors, misspellings, and grammatical missteps. These steps take about a week to do properly and very often exert a heavy influence on the final grade.

The final copy of your thesis will include several components that must go together in a logical order. Once you have completed your annotated bibliography and polished the thesis itself, you will need to create a title page, an abstract, and, if you wish, a table of contents. Examples of a title page and abstract are included in this booklet. Assemble the various parts of your thesis in the following order before taking it to Reprographics to be bound. You should allow at least one business day for Reprographics to bind your thesis before it is submitted. The History Department will cover the cost of binding 2 copies of your thesis. Simply ask the staff person to charge the History Department.

- Title Page
- Abstract
- Table of Contents
- Thesis Body w/ Footnotes or Endnotes
- Annotated Bibliography

If your thesis is awarded honors, we keep one copy, the Library keeps one, and you will presumably want to keep one to grace your shelves at home.

7. What is an oral defense?

If your thesis is handed in on time, AND your advisor feels it has a chance of being awarded a B+ or better and you have a minimum GPA in History of 3.4, you will be given an oral examination on your thesis. Both your advisor and second reader will discuss your thesis
with you. The defense usually lasts 30 to 60 minutes.

Do not lose any sleep over this. You earned an oral exam, and you should enjoy it. Your oral exam may leave your thesis grade unchanged, or it may raise the grade slightly, but it cannot reduce it. We may ask you to clarify certain points and to indicate how your work relates to a larger historical picture. If you qualify for an oral defense, feel free to ask your advisor about how to prepare for it.

8. **What criteria determine the thesis grade?**

The following elements are essential for a successful history thesis. You have encountered many of these before in other department coursework, but the senior thesis gives you the longest time and the greatest opportunity to address them all on your own. Faculty readers will evaluate each thesis on an individual basis, but they will consider all of these components when determining a final thesis grade.

a. **Bibliography:** This should be extensive, making use of all available and appropriate secondary and primary sources, including inter-library loan materials. You must annotate your bibliography. See your advisor if you have questions.

b. **Historiography:** You should demonstrate a familiarity with the most influential secondary literature written about your subject, especially any debates or disagreements among historians. You should show an informed comprehension of the issues that have been raised by previous writers, and you should articulate how your research relates to what others have already said on this subject.

c. **Primary sources:** Primary sources are the foundation of historical research. You must aim for maximum exploitation of the primary sources available to you, including those on electronic databases and those you can procure through Interlibrary Loan. Your thesis should show that you based your conclusions on the primary sources, not that you looked for primary sources to support a pre-conceived idea.

d. **Hypothesis:** To make the thesis your own, you must advance a hypothesis, a question or idea that you are going to test. Once you have formulated it, you should be able to express this hypothesis clearly in a single sentence. Answering it should inform your whole thesis, from start to finish. The coherence and originality of your hypothesis, as well as its relationship to existing secondary literature, are all important.

e. **Methodology:** You should exercise historical sensitivity and insight in constructing your argument. Weigh evidence carefully and bring a critical analysis to bear on it. If you find alternate approaches to the same evidence, take them into account—what are their advantages and drawbacks? It is important to anticipate any possible criticism by considering both the strengths and weaknesses of your argument and evidence.

f. **Writing:** Clear writing is inseparable from clear thinking. You should, of course,
eradicate all typographical errors, grammatical mistakes, and misspellings, but you should also look deeper and more critically at what you are trying to say. Incoherence and lack of organization in your writing are serious impediments that will render even the best thesis research incomprehensible. Give yourself enough time to write, revise, and consult with your advisor. However, do not look to your advisor to be your copy editor. Take their guidance and commentary to heart and learn from it, but know that YOU are responsible for the clarity, precision, and presentation of your own writing.

g. **Interpretation:** You should try to derive broad conclusions from your research. This requires critical thinking—asking the right questions, testing the evidence and considering its implications. It also requires the ability to generalize, to perceive universals in specific historical problems.

In addition to the criteria listed above, the history faculty will consider two other factors when determining your thesis grade: the inherent difficulty of the topic and the nature and limits of available sources. There are no automatic percentages to be awarded to any of these categories.
I. FORM

The thesis should be 55 to 70 pages long, exclusive of bibliography and appendices, printed double-spaced with adequate margins, based on an average of 250 words per page. The title page should be prepared according to the example provided in this booklet. The thesis should be tape-bound with a clear acetate cover, which can be done at Reprographics. The reprographics staff may need 24 hours lead time to do this provided you give them the two copies ready for binding. If you have more complicated requests, you must speak to them ahead of time and ask when they will need your work. The History Department will cover the cost of binding 2 copies of your thesis. These two bound copies should be submitted to the History Department Coordinator, Claire Wilkinson. The bound copies should include an abstract page stating the title, the year and month of completion; your advisor's name, a brief one-paragraph abstract, and a short bibliography of your main sources (see the example of an abstract included in this booklet). A pdf version of your thesis should also be submitted electronically to Ms. Wilkinson.

II. DEADLINES

No alterations will be made to the deadline schedule except in extraordinary circumstances. Permission to alter this schedule must be both requested and secured in writing from your advisor and from the Department Chair. Unless otherwise noted, all deadlines fall due at 4:30 p.m. on the stated day. It will not be permissible to turn in your thesis to Security or to leave it outside the History office door after hours. You will have to turn it in the next day, and it will be considered late. Be aware that there is great demand for the use of college printers as deadlines draw near across campus. Don't wait until the last day to print!

Extensions will not be granted for computer breakdowns. You are responsible for learning all of the correct procedures for backing up your writing and for avoiding computer viruses. Be sure to save your work externally, as servers can crash. The grade on late papers will be reduced by one third of a grade every two days. The weekend, from Friday to Monday, will be considered one third of a grade. Late theses will be penalized by a departmental committee. Regardless of grade, late theses will not be eligible for honors.

A. PROSPECTUS AND BIBLIOGRAPHY: Due Monday, October 5, 2015. Failure to meet this deadline will result in the student being placed on warning.

B. CHANGE FALL/WINTER TO FALL/Spring: If you select a Fall/Winter thesis and wish to change to a Fall/Spring thesis, you must inform your advisor and obtain permission from the Department Chair by Wednesday, October 21, 2015. Otherwise, you will be held to the Fall/Winter deadlines.

C. FIRST SECTION: Both Fall/Winter and Fall/Spring thesis writers must submit their first 20-25 page section by Wednesday, December 2, 2015. Failure to submit this draft as somewhat polished and thorough work (20-25 pp) will result in a grade
of "U" for the first semester.

D. SUBMISSION OF FINAL COPIES:

1) FALL/WINTER: Due Friday, February 5, 2016. Mid-year graduates should submit their theses by Monday, February 1, 2016. Those mid-year graduates who wish to forfeit honors must submit their theses no later than Friday, February 5, 2016.

2) FALL/SPRING: Due Friday, March 25, 2016. The Department will permit a Fall/Spring thesis only under special circumstances and with permission of the Department Chair. A Fall/Spring thesis submitted after Friday, April 29, 2016 will receive an "I" or "F" (as appropriate). Any thesis submitted after Friday May 13, 2016 will not be read in time to permit a student to graduate on schedule.

3) WINTER/SPRING: Due Monday, April 25, 2016. The Department will permit a Winter/Spring thesis only under special circumstances and with permission of the Department Chair. Students who were abroad their junior year and who are enrolled in HIST 0600 in the fall may write a winter/spring thesis.

4) SPRING '16/FALL '16: Due Monday, November 28, 2016. This option is permitted only under exceptional circumstances, with permission of the Department Chair.

E. GRACE PERIOD: For all theses, except theses submitted by mid-year graduates, there is a 14-day grace period following the final submission dates. See grid below for specifics. Theses submitted during the grace period will not be eligible for Departmental honors or an oral defense. However, there will be no grade penalty.

III. THESIS LETTER, DEFENSE:

Your thesis advisor will select a second reader from the History Department (or occasionally a professor from another department). They will read your thesis and send you an evaluation letter. Given the time needed for both readers to finish the thesis, meet to discuss it and compose your letter, it may be a number of weeks before you receive a grade. Fall/Winter theses will not normally be graded until the spring semester, unless the student is graduating in March 2016.

Seniors who submit their theses before the grace period begins and whose work might be awarded a grade of B+ or better and whose GPA in History is 3.4 or higher will be given an oral thesis defense. The defense usually lasts between 30-60 minutes, and the letter of evaluation is written after the defense.
IV. HONORS REQUIREMENTS:

HONORS: History course average at Middlebury, without HIST 0700 grade, 3.4
Thesis grade: "B+" (3.33).

HIGH HONORS: History course average at Middlebury, without HIST 0700 grade, 3.5.
Thesis grade: "A-" (3.67).

HIGHEST HONORS: History course average at Middlebury, without HIST 0700 grade, 3.67.
Thesis grade: "A" (4.0).

The chair of the history department calculates a major’s GPA by averaging grades according to the following priority: 1) All Middlebury College HIST courses; 2) Only those Middlebury College cross-listed courses needed to meet major requirements as stated in the catalog; 3) Only off-campus or study-abroad courses needed to meet major requirements as stated in the catalog.

Will the department, in calculating my major GPA, round the number up, i.e. from 3.667 to 3.7 or 3.448 to 3.5? No. The history department policy does not mathematically round the number up to meet the major GPA levels required for honors: 3.4 (honors), 3.5 (high honors), or 3.67 (highest honors).

2015-2016 Thesis Deadlines

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<th>Prospectus &amp; Bibliography Due to Advisor</th>
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Writing a History Senior Thesis: A Student's Perspective
By Kate Silbert, '08

Kate Silbert wrote an award-winning senior thesis in 2008, and she offers the following advice to senior history majors:

1. Pick a Topic That Can Be Your Own

That means find something that is of interest to you (though it doesn’t necessarily have to be something you know much about) and can hold that interest for 4-6 months. Unlike any other class you’ve taken at Middlebury, this one doesn’t end when the semester does, and choosing a compelling subject for yourself from the beginning will help you have the energy to tackle the bulk of the project as you start your J-term or spring writing marathon.

Picking a topic that can be "yours" also means finding a subject and argument that is not just a rehash of the work of five other historians. This quality can be difficult to figure out, especially when you start your project and don’t have an infinite grasp on your subject (spoiler alert: you won't at the end either!). But if you can find something new—a new source that has been overlooked, a new perspective on a source ten people have talked about before, or linking two historical concepts in a new way—you'll already be on your way to a strong final product and engaging in the work of a professional historian.

To achieve that end, having a narrow focus to your central question or topic will really help you define the project as your own. Think about the millions of e-reserves or book chapters you’ve read for classes at Middlebury - the authors that have a very specific topic often have the most intriguing arguments. Try to pick a specific time, place, demographic of people on which you are focusing, AND area of concern, keeping in mind how feasible it would be to find sources for that narrow topic. So, instead of "Women and the Civil War," think "Widows in Antebellum South Carolina Planter Culture", or "The Effects of the Cultural Revolution on the Religious Practices of the Muslims of Xinjiang Province" instead of "Religion in China after Mao."

2. Use the Resources That Are Around You

Especially if you are doing an American topic, take advantage of the swath of primary sources held either in the College Archives, down at the Sheldon Museum, or further afield in Burlington, Dartmouth, the Rokeby Museum, etc. They are easy places to find collections of letters, pictures, diaries, or local news sources that haven’t been published and as picked over by other historians; in other words, they are places to do original research. Even if you aren’t doing a specifically American topic, don’t count out resources from Special Collections because they do have some sources that describe international events. Also, check out online primary source collections - Middlebury has some great subscriptions.

Also: apply for senior work fund money! That’s a local resource that can help you take advantage of archives or collections that are farther away. See if there is a particular library or museum that holds a lot of materials related to your topic (a great place to look is in the footnotes of your secondary sources: what primary sources get mentioned over and over again and where
are they found?), and then see if that library has an online catalogue and/or finding guides for their collections so you can plan as much as possible before you go. Again, a senior work fund grant might not fully cover international travel, but it could probably get you to a larger city in the U.S. that will have broader offerings than Middlebury. Grant money can also simply cover the photocopies you want to make from inter-library loan books.

(You may be wondering at this point if I'm ever going to get around to talking about actually writing your thesis because you think that actually churning out those fifty pages will be the most taxing part of your project. Point taken, but I stress the planning and research aspect of your thesis because it will make or break the writing portion. Take time and care in doing your research!)

3. Be On the Look-out For Your Argument

The question I dreaded most in meeting with my advisor over the year I worked on my thesis was: "So what do you see as your unique contribution or perspective to this topic?" For four or five months, my "unique perspective" was vague, general, and only a slight variation on some of the secondary sources I found most compelling. Only as I began to really push through a big draft and hunker down with all my notes on primary and secondary sources did it begin to click where my work was new, where the gaps in the earlier scholarship was, and where my specific argument was going to lie.

So don't worry if it takes you a while to find your thesis. Still, the sooner you can find your argument and define it in clear terms, the more time you will have to test its validity, figure out if there are more sources that support it (or undercut it), get feedback on it, and refine it. Like any other paper, your thesis comes down to making a strong, clear argument, and supporting it with relevant evidence.

4. Write Early, Write Often

In the long-run, quality outweighs quantity, and fewer, tightly-argued pages are better than superfluous, poorly-written ones. However, don't think that you shouldn't be writing if your argument still remains unsettled. Especially early on, it can be beneficial to get all your ideas on the table, even if they aren't fully-developed. You and your advisor can filter those ideas as you get a better grasp on your material and what you want your final product to look like. Besides, the more often you write the more familiar you will become with the principles of how to write clearly and cohesively. In doing so, you also leave yourself time to revise heavily and make strong footnotes, which no good historian can go without.

Despite your best intentions, there will probably come a point where all you will/can concentrate on for a solid week is writing your thesis. Let it consume you, but come up for air because no one does their best work after a string of all-nighters. Have a good outline, and plug away. Plan for this week ahead of time, especially if you’re planning to be somewhere other than your thesis carrel for J-term or spring break. If you know at the beginning that you have problems with time management, you may want to create a schedule with your advisor of when you want to turn in new pages.
All in all, enjoy the opportunity to do something unique, and look forward to the incredible feeling of accomplishment the day you hand in your freshly-bound final copies!
"And What is a Woman, Pray?"
Amelia Bloomer and the Ideal of True Womanhood

By Sarah Henry Pollnow

Submitted in Partial Fulfillment of the Requirements for the Degree of Bachelor of Arts in the Department of History:
Middlebury College

January 31, 2014

I have neither given nor received unauthorized aid on this assignment.
Sarah Pollnow, January 2014
Advisor: Amy Morsman

"'And What is a Woman, Pray?' Amelia Bloomer and the Ideal of True Womanhood"

My thesis analyzes how Amelia Bloomer (1818-1894) interacted with the antebellum ideal of True Womanhood, which identified "piety, purity, submissiveness and domesticity" as women's cardinal virtues. In 1849 her temperance principles led her to become one of the first female newspaper editors. Her newspaper, the Lily, had a conservative character and reflected the ideal of True Womanhood throughout most of its first year, despite some uneasiness about the desirability of submissiveness. The tone of the paper shifted dramatically from 1850-1854 when Bloomer became convinced of the need for female suffrage, became involved in dress reform, and began lecturing publicly. Her dress reform activities garnered particular attention because the "Bloomer costume," as the attire soon became known, seemed manly because it involved pantaloons. As Bloomer negotiated her new celebrity, she articulated a new ideal of womanhood. She still insisted that women were pious, pure, and had important domestic responsibilities, but she called for women to apply those virtues to all of society. In effect, she wanted to emancipate the True Woman from societal constraints so that women, their domestic households, and all of society would benefit. Amelia and her husband moved to Ohio in 1854 and then to western Iowa in 1855. Soon afterwards she slipped into a period of semi-retirement. She continued to give speeches during the remaining decades of her life, and these speeches demonstrate that she articulated a third and final ideal of womanhood. She transcended the True Womanhood framework as she de-emphasized women's domesticity and identified self-interest as a valid reason for women to enter the workforce; she also insisted upon male domestic responsibilities. The result was that she effectively called for a de-sexing of gender roles, though she remained somewhat ambivalent about the extent of male and female differences and similarities.

Sources Include:

*Lily* (Seneca Falls, NY; Mount Vernon, OH, Richmond, IN), 1849-1856
Samples of Annotated Bibliography Entries

Primary Sources (all from different theses):


Barquet’s comprehensive anthology of poetry published by *Ediciones El Puente* is the only one to be published. His critical essay challenges the taboo that has surrounded the study of *Ediciones El Puente* in Cuba. His analysis aims to give a comprehensive look at the group by including all their published work which makes it possible for other historians to work on this lesser studied group.


This is a speech that Nitze gave right after Reagan announced the Strategic Defense Initiative in 1983. I used this speech for the same purpose of demonstrating how Nitze intended for SDI to be strictly a research initiative that did not go beyond its purpose of getting the Soviets to participate in negotiations on arms control. According to Nitze, SDI’s idea of defensive deterrence was a lesson to the world that Mutually-Assured Destruction was a dangerous form of deterrence. SDI, Nitze argued, promised to keep the soviets in negotiations on arms.

Juan Mauricio Rugendas Letters (MS 271). Special Collections and University Archives, W.E.B. Du Bois Library, University of Massachusetts Amherst.

This is a collection of almost 200 letters that Rugendas received from friends Oro, Espinosa, and Godoy between 1835 and 1845. It served as the most important set of primary source evidence for this study.


This text served as one of my main sources in deconstructing the leadership of the Reagan administration at the end of the Cold War. It is Paul Nitze’s memoir that spans his whole career and his involvement in the Cold War. I mainly examined the sections that spanned the years 1983-1987 when Nitze was Ambassador-at- large and chief negotiator and advisor on Arms control for the Reagan Administration. Using his memoir, I attribute actions of compromise and a new foreign policy built on détente practices to Nitze and his collaboration with Secretary of State George Shultz. I specifically examined his interpretation of the Strategic Defense Initiative, and how he was responsible for the use of SDI as a bargaining tool in negotiations with the Soviet Union.
Secondary Sources (all from different theses):


This book is the definitive work on Japanese Internment. Daniels argued that internment was due in large part to racial prejudice and discrimination. This book contained a significant amount of information that influenced my thinking on both detainment and reparations.


This is another integral source to research on the importance of cultural production in shaping a Revolutionary mentality. Medin studies the impact of culture on this process and his analysis show what was at stake in the early years of the Revolution. This work not only gives a detailed analysis, but also gives credence to the position of understanding Cuba through its cultural policies.


In this work, Thompson characterizes Paul Nitze as a war hawk. This is interesting because, I argue that late in his career, in dealings with the Soviet Union, he was responsible for creating a new foreign policy that encouraged diplomatic engagement and compromise with the Soviet Union. This work gave me background information on the philosophy of Nitze. It was the first book I read in my research. It was extremely helpful in explaining Nitze’s background and how his early Cold War philosophy differed so much from his last years in Washington as ambassador and the president’s chief advisor on arms control with the Soviet Union.


I used this source to analyze the affects tax reform, or the lack thereof, had on Boston’s age of urban renewal, and how the new governing coalition used it to spark the commercial construction boom.
2015-2016 HISTORY FACULTY THESIS ADVISING AREAS

Febe Armanios—(On leave fall, theses starting W or S only): I will advise theses in Middle Eastern history; Islamic, Ottoman and comparative religious history; Muslim-Christian relations; colonialism; nationalism; and gender in Middle Eastern history. I would also be interested in theses on Western missionaries in the Middle East.

Ian Barrow—I will advise student theses in the following areas: South Asia (India, Pakistan, Bangladesh and Sri Lanka); World History; Colonialism; History of Science. I would also be interested in theses on nationalism, cartography, religion in South Asia, and historiography.

Rebecca Bennette - My area of specialization is 19th and 20th century Germany, though I will advise theses throughout continental Europe during this period. I am also happy to advise theses concerning religious conflict, European intellectual history and social theory.

Louisa Burnham - I will advise theses on topics related to medieval European and Mediterranean history, as well as in religious history and gender history more broadly.

Maggie Clinton - I will advise theses on topics related to 19th and 20th century China and East Asia, imperialism, colonialism, Marxism, and rightwing movements.

Darién Davis—I will advise student theses in the following general areas: intellectual and cultural history; issues of nationalism, immigration, diasporas, and struggles against colonialism; and topics relating to Latin American history, and U.S.-Latin American relations.

William Hart - I will advise senior theses on topics in Early American history, Native American history, and pre-20th century African-American history. I would be particularly interested in supervising theses that address "cultures in contact." The library owns Early American imprints (a.k.a. the "Evans collection"), the microfiche collection of 36,300 items that were published in the colonies and in the new nation between 1639 and 1800.

Joyce Mao - I would be happy to advise theses dealing with the 20th century United States, particularly foreign relations and politics, the Pacific Rim, and Asian America.

Rebecca Mitchell – Prof. Mitchell arrives winter 2016 and will advise theses starting Winter/Spring ’16 only. Prof. Mitchell advises theses in areas including Imperial, Soviet, and post-Soviet Russia, as well as the history of music and other forms of cultural expression.

Kathryn Morse - I am happy to advise theses dealing with 19th and 20th century U.S. history, environmental history, history of the American West, Labor history, local and Vermont history.

Amy Feely Morsman - I will advise senior theses dealing with topics in the areas of American history (especially the 19th century), U.S. gender history, and history of the
North and South.

**Jim Ralph** - My work focuses on twentieth-century American history and race, ethnic relations, and the African-American experience. I've tried my hand at a comparative project (British and U.S.). Like my colleagues, I'm intrigued by anything fresh and exciting.

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**Thesis advisors are assigned by the department** to ensure a more even distribution of advisees. In the meantime, do not hesitate to talk to any advisor who can help you with a topic you are considering. There is no need to wait for an advisor to be assigned before doing preliminary reading and exploring of ideas and resources.