

**ORAL HISTORY PAPER**  
**WRITING GUIDE**

For

Dr. Mealy

Honors United States History 2

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You can take one of two approaches to write this paper:

1. **Present an argument**/persuasive essay that takes a position about history topic. Your paper will attempt to prove a point to the reader.
  - a. You're using the individual's experiences to make an argument about a larger historical event.
2. **Tell a story** about your interviewee's life. In this style essay, you will a) briefly summarize the person's life, b) describe the person's experiences during the time period, c) compare the information given by the interviewee to the information given to you in class/by the textbook, d) provide an opinion about your interviewee's story (without using the words "I" and "My").

Getting Started:

- I. Introduction: you need a hook and thesis statement. Provide 3-5 points that you'll discuss throughout your paper.

Remember:

1. Footnote throughout your paper (In your footnotes, put first-name first, last-name second)
2. You need a Bibliography at the end of your paper (In bibliography, put last-name first, first-name second)
  - a. Book w/one author:
    - i. Pollan, Michael. *The Omnivore's Dilemma: A Natural History of Four Meals*. (New York: Penguin, 2006.)
  - b. Book w/two authors:
    - i. Ward, Geoffrey C., and Ken Burns. *The War: An Intimate History, 1941–1945*. (New York: Knopf, 2007.)
  - c. Book published electronically:
    - i. Kurland, Philip B., and Ralph Lerner, eds. *The Founders' Constitution*. (Chicago: University of Chicago Press, 1987.) Accessed February 28, 2010. <http://press-pubs.uchicago.edu/founders/>.
  - d. Newspaper Article:
    - i. Stolberg, Sheryl Gay, and Robert Pear. "Wary Centrists Posing Challenge in Health Care Vote." *New York Times*, February 27, 2010.
  - e. Website:
    - i. McDonald's Corporation. "McDonald's Happy Meal Toy Safety Facts." Accessed July 19, 2008. <http://www.mcdonalds.com/corp/about/factsheets.html>.
  - f. Video/Documentary:
    - i. *Thelma & Louise*. Directed by Ridley Scott. 1991. Santa Monica, CA: MGM Home Entertainment, 2004. DVD.
  - g. Master's Thesis
    - i. Farfan, Guillermo J. "Social Anxiety in the Age of Social Networks" (master's thesis, Walden University, 2012)
  - h. Doctoral Dissertation
    - i. O'Toole, Kathleen M. "Intercollegiate Football and Educational Radio: Three Case Studies of the Commercialization of Sports Broadcasting in the 1920s and 1930s" (Ph.D. diss., Pennsylvania State University, 2010).
  - i. Interview
    - i. Roth, Veronica. Personal interview with the author. Lancaster, PA. March 15, 1999.
    - ii. Roth, Veronica. Telephone interview with the author. Chicago, IL. March 15, 1999.
    - iii. Roth, Veronica. Email correspondence with the author. Chicago, IL. March 15, 1999.

- j. Peer Reviewed Article
  - i. Keeling, Kara, “A Homegrown Revolutionary?: Tupac Shakur and the Legacy of the Black Panther Party, *The Journal of African American History*, 1999
- k. Portrait/Art
  - i. Frida Kahlo, “Self Portrait Between the Borderline of Mexico and the United States, 1932,” Erich Lessing/Art Resource, NY
- l. Music
  - i. Able Meeropel’s “Strange Fruit” performed by Billie Holiday, 1937
- m. Tweet
  - i. Smith, Will. Twitter Post. January 8, 2018, 8:40 a.m.  
<https://twitter.com/WSmith68/status/943929451888377856>

2. You need at least four sources – your interview and three other sources. Secondary sources are fine. But do not use informational/encyclopedic websites such as The History Channel, Wikipedia or History.com.
3. Use Times New Roman, 12-point font size. Keep standard margins.

*(Sample Title Page: do not type this)*

Democracy in Black:  
How Race Still Enslaves the American Soul

By

Eddie S. Glaude

Honors: United States History 2

Dr. Mealy

Spring 2018

## TIPS FOR FOOTNOTING

### When to Cite

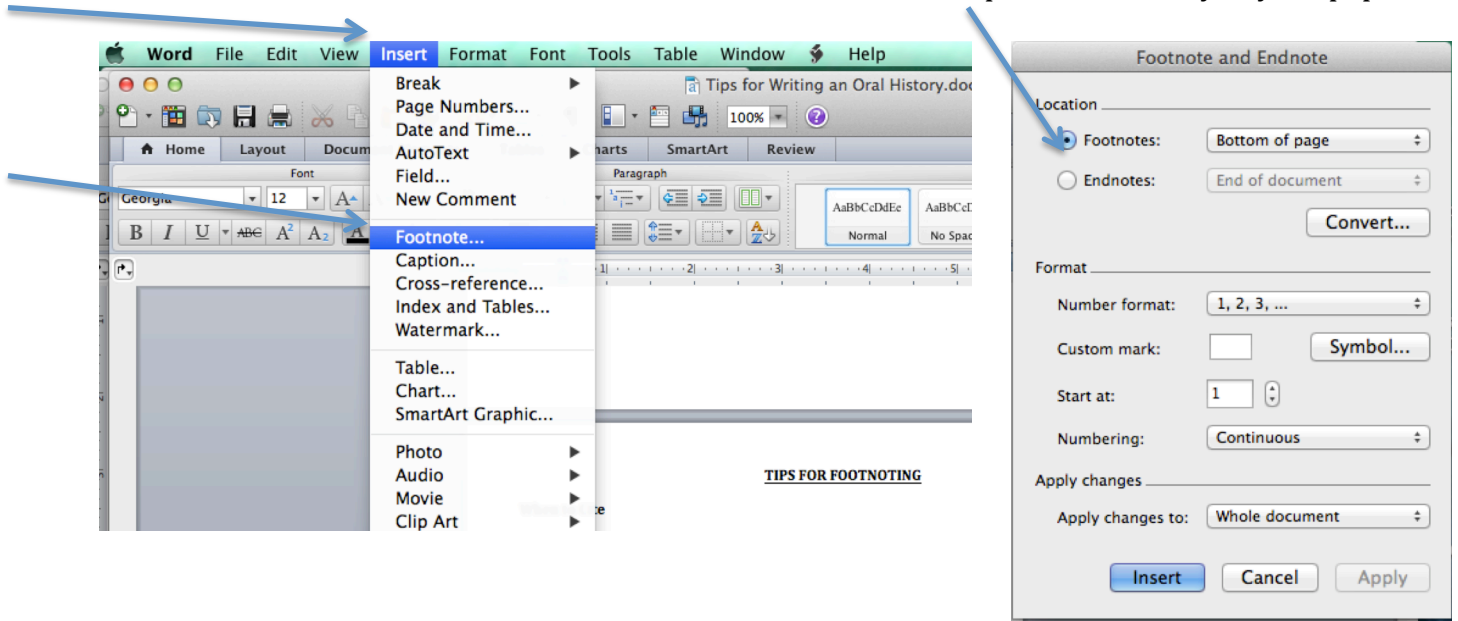
Use footnotes to cite the primary and secondary sources of information you use in your writing. Obviously, you must cite a source for every quotation. But a citation is also necessary whenever you reference someone else's ideas or state specific facts that are not common knowledge, even if you do not name the source in the body of your writing. In other words, footnote, 1. Direct Quotations, 2. Paraphrased information, 3. Summarization of something you've read, and 4. Facts, Information, and Data.

### How to Cite

There are several systems for documenting sources. The Chicago system is standard across most of the humanities (which includes history), while a parenthetical author-date system is typical among the sciences. A brief overview of the citation systems is included in the course syllabus.

### How to insert a footnote

1. Make sure your cursor is at the end of your sentence, outside of your period.
2. Click on the "Insert" menu, and then click on Footnote.
3. When a window appears that says "Footnote/Endnote", make sure you have Footnote checked, then click "OK". Footnotes should appear at the bottom of the page, and the Microsoft program should keep the footnotes in numerical order.
4. After step 3, your cursor will automatically appear at the bottom of the page. Here is where you type in the source's citation including page numbers. You are not limited to footnoting only source citations, you may use footnotes for comments, to place your own ideas in context, to elaborate on an issue or event that would otherwise seem out of place in the body of your paper.



### Mistakes that are not caught by spell check (do a “Find” search).

1. From = Form
2. You = Your (People often leave the “r” off of “your”.)
3. All right (adequate, satisfactory) vs. Alright (its technically not a word, don’t use it)
4. All together (collectively) vs. Altogether (entirely); All ready (prepared) vs. Already (Previously)
5. Numbers
  - a. Spell out single digit numbers
  - b. You can type numbers with more than one digit (i.e. 10, 100)
  - c. Use a comma for numbers in the thousands (1,349 not 1349). (This does not apply if it’s a year – January 1974)
6. Apostrophe at the end of a word
  - a. If the noun is singular – use “\_\_’s”
  - b. If the noun is plural – no apostrophe
7. Two, To, Too
  - a. Two = is a number
  - b. Too = means also
  - c. To = is everything else
8. They, Their, They’re
  - a. There = everything else
  - b. Their = references people
  - c. They’re = is the contraction “They are”
9. Who’s, Whose
  - a. Who’s = is the contraction for “Who is”
  - b. Whose = possessive of who (Whose money is on the table)
10. “A lot” is two words
11. “A part” = means you are part of something
  - a. Most people write apart (“I am apart of the football team.” Means you are not on the football team)
12. Your, You’re
  - a. You’re = is the contraction for “You are”
    - i. “I heard you’re going to the mall after school.”
  - b. Your = is the possessive of you “I like your bicycle.”

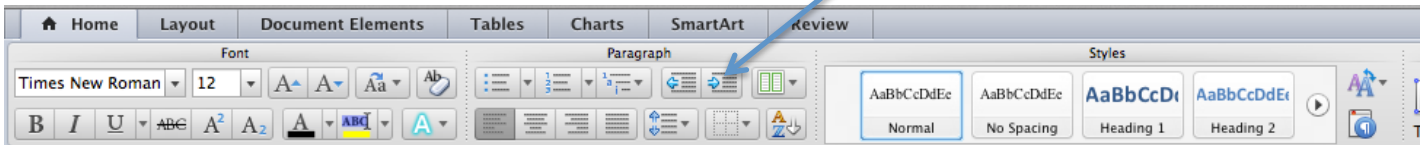
### Editorial notes:

1. Use whole words:
  - a. Street, fort, port, photograph, company, January (and other months), telephone, automobile, United States.
2. No contractions
  - a. Use do not (not don’t); use was not (not wasn’t); use is not (not isn’t); use cannot not (can’t).
  - b. Contractions within quotes are fine, don’t alter.
3. Dates:
  - a. January 8, 1974 not (Jan. 8<sup>th</sup>, 1974)
  - b. Omit the “of” between month and year: July 1933 (not July of 1933)
  - c. Omit apostrophes in dates: the 1910s (not the 1910’s)
4. Use Full Names
  - a. James (not Jim), Steven (not Steve)
5. *Italicize* newspapers and books
  - a. *New York Times* not New York Times

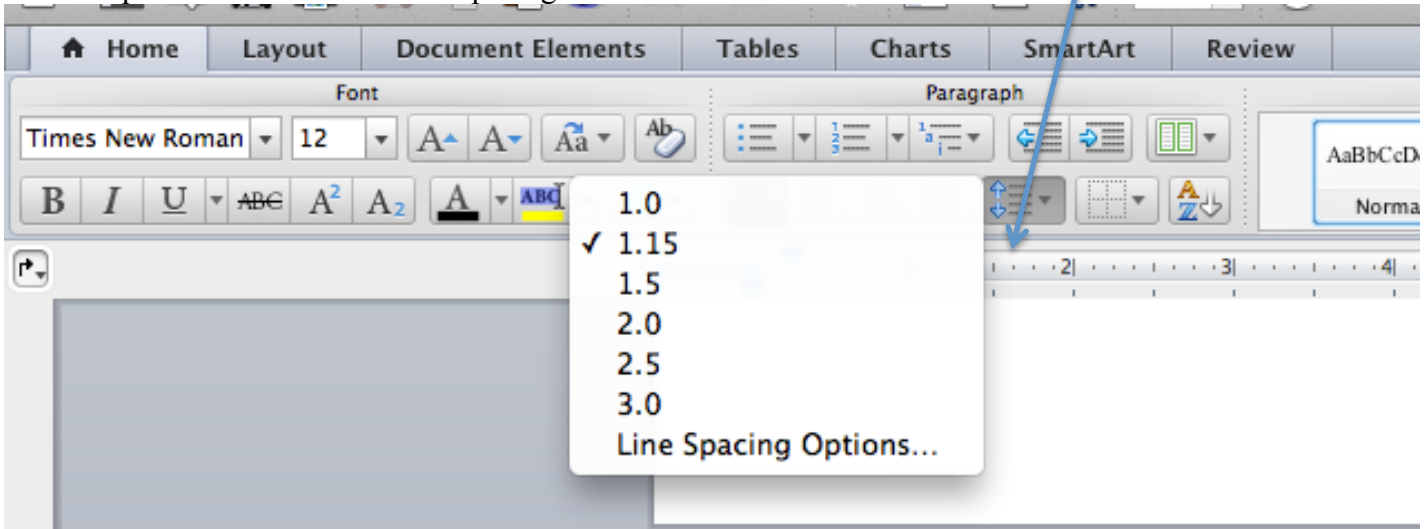
6. Time
  - a. Use :00 for hours; lowercase a.m. or p.m.: 2:00 p.m. (not 2 PM)
7. Dates
  - a. When pluralizing dates or when referring to a decade like the 1960s, either write “1960s” (with no apostrophe), write ‘60s (with no apostrophe), or spell out the decade with a lowercase “sixties.”
8. How do I handle quoted material with mistakes?
  - a. If there is a typo in the quote, don’t alter it. Type “[sic]” after the typo.
  - b. As stated above, contractions within quotes are fine.
9. Referencing world wars:
  - a. Use World War II (not World War 2 or World War Two)
10. Acronyms:
  - a. Spell out the entire organization the first usage. (National Association for the Advancement of Colored People). You can use the abbreviation thereafter (NAACP).
  - b. Junior in the name – Martin Luther King Jr. (no comma between King and Jr.)
11. Do not start sentences with “Also”. It makes the sentence sound like an afterthought, and properly “also” is an adverb. Use “In addition,” “Moreover,” or “Further” for additional information.

## BLOCKED QUOTATIONS

Use the indent tools in Microsoft Word to create blocked quotations and not use the ‘tab’ or ‘space’ key. A blocked quotation is any time a paragraph or other piece of information is indented and set apart from the surrounding text. To simply indent the left side of the text, use the increase **Indent tool**.



For more control over the indent, or increasing the space before or after use the **Line Spacing Tool** and select Line Spacing Options. A pop up menu will appear where you can adjust the spacing around your blocked quotations. Mark the Line Spacing at 1.15.



### **EXAMPLE:**

Pernell charged, in his last argument, the Black Experience in America course of hypocrisy. He tossed out a question: “Why this study of the Black man’s thoughts and feelings as if he were a museum piece to be studied and discerned as to its function?” He answered his own question as follows, feigning indignation.

There is no need for this. The problem is not there. Don’t examine us, we’re not the sick ones. The illness is in your society. The illness is in you. The oppression comes from White society—Blacks are not the reason for Black oppression. If you are really looking for the source of racism, examine your own society. If this course is truly to mean anything, it should be entitled *The White Experience in America*.<sup>1</sup>

Many years later, Pernell, who would become dean of the Florida A&M Law School, explained that his consternation over the Black Experience in America course was a matter of black . . .

<sup>1</sup> LeRoy Pernell, “Pernell Raps Black Courses.” (Lancaster, PA) *College Reporter*. February 4, 1969.



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## NOTES ON BACK MATTER OF THE PAPER

### IMAGES/ILLUSTRATIONS

1. All images must be placed at the end of the paper as an "APPENDIX." Make sure all images have a caption explaining what the image shows along with a credit line.

### BIBLIOGRAPHY

1. Noodletools.com is a resource provided by the school district that can help you compose your bibliography. <https://sites.google.com/a/student.pennmanor.net/hslibrary/noodletools>
2. List your sources in alphabetical order based on the type of source. See example below:

### BIBLIOGRAPHY

(All caps, underlined, and bolded – do not type this)

Bermanzohn, Sally Avery. *Through Survivors' Eyes: From the Sixties to the Greensboro Massacre*

(Nashville, TN: Vanderbilt University Press, 2003).

Betha, Benjamin. Personal interview with the author. Lancaster, PA. October 9, 2007.

Glaude, Eddie S. Jr. *Democracy in Black: How Race Still Enslaves the American Soul*. (New York:

Crown/Archetype, 2016).

Hill, Marc Lamont. *Nobody: Casualties of America's War on the Vulnerable, from Ferguson to Flint and*

*Beyond*. (New York: Atria Books, 2016).

Keeling, Kara, "A Homegrown Revolutionary?: Tupac Shakur and the Legacy of the Black Panther Party, *The*

*Journal of African American History*, 1999

Schyler, David. *Urban Renewal and the Changing Face of Lancaster*. (Franklin and Marshall College,

Lancaster, PA. 2014) <http://www.fandm.edu/david-schyler/changing-face-of-lancaster>