

HIS 106: World History II
Dr. Jonathan Skaff

Paper 2 (Option B):
Oral History of the 1930s and/or World War II

Hard copy due in class with grading sheet attached: Thursday, April 28

Electronic copy due D2L Dropbox: Thursday, April 28

Length: 3 to 5 pages, double-spaced in a plain 12-point font

Citations and Bibliography: MLA style (History majors may use Chicago A or B)

Option 1: Oral History of an Elderly Relative

The Great Depression and World War II were historical events with global implications. Common people in many parts of the world were affected by these momentous economic and political disruptions. Explore some of the effects of these global forces by writing a paper based on an oral interview with someone who lived through the Depression and/or World War II. You will become a historian as you write a paper describing how the life of a senior citizen was affected by these global events.

I. Finding an interview subject.

The interview subject needs to have lived through these events, but does not need to have been a direct participant in them. For example, you can interview a woman about how life changed in her community during World War II. It will probably be most interesting to interview a relative so you can learn more about your own family's history, but this is not essential. You can conduct an interview in person or over the telephone.

II. Conducting the Interview

1. Prepare for the interview by rereading the sections of your textbook and class notes on the Depression and/or World War II.
2. Make a list of questions to ask. It is best to ask questions that will give the interviewee broad latitude to answer. Avoid questions that can be answered with a simple yes or no.
3. After meeting your interview subject, explain why the class is doing the project. Have the interviewee sign the release form (see attached). Although the form is not strictly required by federal law for a school assignment, it will help to reassure the subject that this is only a class exercise.
4. During the interview, be sure to give the interviewee plenty of time to remember things from the past and provide a reply. Always be polite.
5. Be prepared to ask follow-up questions on the spur of the moment to gain clarification or to pursue some information that you were not expecting.
6. You may record the interview, but always take notes too. Notes can be essential if the device malfunctions or does not record statements clearly.

III. Writing the Paper

1. Try to write your paper as soon as possible after the interview while the conversation is still fresh in your mind.

2. Begin the paper with an introduction that summarizes the content of the paper and states your thesis. *The thesis should give your opinion about how much the Depression and/or World War II affected the life of the interviewee.*
3. The first paragraph in the body of the paper should *briefly* describe the general circumstances surrounding the Depression and/or World War II. Use your textbook and class notes as sources.
4. The remaining paragraphs in the body of the paper should portray the effect of the Depression and/or World War II on the interview subject.
5. End with a conclusion in which you restate your thesis and explain why it is persuasive.

Reminders:

1. The paper should include an MLA bibliography and citations. The interview should be included in the bibliography, but does not need to be cited in the body of the paper.
2. **Quotations** or **ideas** that you take from your sources should be acknowledged with properly formatted in-text citations and a bibliography. Failure to acknowledge the source of a quote or an idea is **plagiarism**. **Flagrant cases of plagiarism may result in a grade of “F” for the class.** To avoid plagiarism:

- A. Place quotation marks around the words of another author. A good rule of thumb is to use quotation marks when you directly quote 4 or more words in a row.
- B. Always cite words or ideas that you have taken from another author with footnotes or in-text citations.
- C. Do not copy another student’s paper. Allowing another student to copy your paper will be considered a case of academic dishonesty, and will carry the same penalties as plagiarism.

Warning: Your grade will be reduced because of deficiencies in grammar, spelling, punctuation, organization, readability, and citations.

Release Form for Interview Subject

This form is to state that I have been interviewed by _____ about my recollections of the Depression and/or World War II. I understand that this interview will be used to write a paper for World History II class at Shippensburg University of Pennsylvania. The paper may be saved for future students or historians to read.

(Signature) _____

(Date) _____

Grading sheet (Attach to Paper)

Grade _____

Content

Quality of research on Depression and/or WW II:	___ Excellent	___ Good	___ Fair	___ Poor
Description of the effects of depression or war on subject:	___ Excellent	___ Good	___ Fair	___ Poor
Argument defending thesis:	___ Excellent	___ Good	___ Fair	___ Poor
Introduction states thesis and summarizes content of paper:	___ Excellent	___ Good	___ Fair	___ Poor
Conclusion summarizes key points defending thesis:	___ Excellent	___ Good	___ Fair	___ Poor

Writing Mechanics

Clarity of writing:	___ Excellent	___ Good	___ Fair	___ Poor
Organization:	___ Excellent	___ Good	___ Fair	___ Poor
Grammar/word usage:	___ Excellent	___ Good	___ Fair	___ Poor
Spelling/Capitalization:	___ Excellent	___ Good	___ Fair	___ Poor
Punctuation:	___ Excellent	___ Good	___ Fair	___ Poor

Citations and Bibliography

Citations	___ Excellent	___ Good	___ Fair	___ Poor
Bibliography	___ Excellent	___ Good	___ Fair	___ Poor

Comments

___ Good job!	___ Sloppy
___ Interesting ideas	___ Need to think more clearly about your writing

Correction Symbols Used in Grading Papers

agr	agreement (noun-verb or noun-noun)
awk	awkward sentence
cit	citation needed
frag	sentence fragment (usually a sentence that lacks a verb)
org	organization problems
redun	redundant (using different words to say the same thing more than once)
rep	repetitious use of the same word
run-on	run-on sentence
sp	wrong spelling
trans	poor transition (between sentences or paragraphs)
tn	wrong verb tense
unc	unclear phrase, sentence, or paragraph
wf	wrong grammatical form of word
ww	wrong word usage
¶	new paragraph needed