A major requirement of this course is a second research essay. The essay will be approximately 1500 words in length. To complete the process stages outlined on the schedule below, you will need to refer to the pdf file posted to the course Moodle site entitled, “Student Projects” – the page numbers in brackets below refer to this document. The forty marks allotted to this process will comprise a significant portion of the third term grade. *Take each stage very seriously and observe due dates scrupulously.* Submit all stages and the final essay to ‘turnitin.com’ – the only exception to this will be for students who choose to do their research notes by hand. The final essay will also be uploaded to the website turnitin.com.

**SCHEDULE OF SUBMISSION DATES:**

1. **Friday, March 9th**
   - **Research Question**
     - Select from the list on p.p. 4 & 5 of this document. Questions will be chosen on a first come, first serve basis by posting them to the appropriate forum on Moodle.
   - **Secondary Bibliography** (66-68)
     - 3 subject specific secondary sources
     - Value: 10 marks

2. **Wednesday, April 11th**
   - **Research Notes** (44-49)
   - **Skeleton Outline** (54)
   - **Bibliography II** (include 2 primary sources)
     - include annotation of 3 secondary sources**
     - Value: 20 marks

3. **Wednesday, May 2nd**
   - **PeerMark** on Turnitin.com
   - Value: 10 marks

4. **Wednesday, May 9th**
   - **Final Copy**
   - Value: 100 marks

**Note:**

Stage two requires you to provide a short paragraph annotating the historiographical perspective that is offered in three of your secondary sources. These paragraphs should be inserted into your bibliography, each one indented beneath its respective source. With the assistance of two or three short quotations, explain the values and limitations of this source in your research.
SOCIAL STUDIES DEPARTMENT POLICY ON ACADEMIC HONESTY

“Plagiarism” comes from the Latin word “plagiare” which means “to kidnap.” Plagiarism is “kidnapping” or stealing someone else’s work. It is a serious academic offence.”

(Hugh Robertson. Student Projects. 19)

The History Department defines plagiarism as the representation of the ideas and/or work of another person as the student’s own. It includes copying another student’s homework. It also includes receiving so much help from a parent or friend that the student can no longer justly claim authorship of the work.

The History Department promotes academic honesty and excellence in the following ways:

1. Major assignments are broken down into a step-by-step process and students submit distinct elements of the assignment for evaluation on scheduled due dates.
2. Included in the step-by-step process are research notes, thesis statement and introduction, two or three increasingly detailed outlines as well as partial and full drafts of the work.
3. Students acknowledge the work and ideas taken from other sources by accurately citing their sources in endnotes/footnotes and formal bibliographies.
4. Students are issued with style books and are shown how to use a formally recognized system of documentation.
5. Topics and titles are carefully designed to be specific to the curriculum and are not generic.
6. Students must use scholarly and reputable print sources and may only refer to website material on a limited or specialized basis.
7. All major assignments will be submitted through Turnitin.com.

History Department Procedures and Ashbury Policy

Academic malpractice is a serious offence and there are serious consequences which are explained in the Student Handbook, page 41. These measures become necessary:

- In cases of suspected plagiarism, the department head and the parents will be informed.
- The student will be asked to bring in all associated notes, drafts and research materials.
- The work will be compared to the student’s in-class assignments and tests.
- If plagiarism is confirmed, the student will be given a "punitive" mark, or if the plagiarism is extensive, no mark.
- The Assistant Headmaster, Academics will be informed.
- If there is a repeated case of plagiarism within the same course, the student may be dismissed from the course, and given no mark.
- Any subsequent incidence of plagiarism in any course, would normally lead to the student's withdrawal from Ashbury.

Note that student work which is submitted to the International Baccalaureate must include a signed pledge affirming that the work submitted is entirely the student’s own. IB will assign no grade and award no diploma in cases of academic malpractice.
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- **Level 0 (<50%):**
  - IB 1 E grade
  - There is no relevant bibliography
  - No direct reference to sources & major factual errors
  - The topic is not properly understood

- **Level 1 (50-60%):**
  - IB 2 D grade
  - There is a bibliography with one or two relevant sources
  - Very few direct references to sources and frequent inaccuracies
  - Knowledge of the topic is superficial

- **Level 2 (60-70%):**
  - IB 3 C grade
  - The bibliography conforms to the basic assignment guidelines.
  - Few direct references to sources
  - Significant errors in annotation format
  - Adequate knowledge

- **Level 3 (70-80%):**
  - IB 4 B grade
  - Secondary sources are cited to support argument
  - No major errors in fact
  - Depth beyond encyclopedic source
  - No major errors in annotation format
  - Primary sources used little or not at all for evidence

- **Level 4 (80-90%):**
  - IB 5 A grade
  - Secondary sources reflect a range of opinion and perspective
  - No factual errors
  - Annotation adheres to a recognized format
  - Depth is reflective of a focused secondary source
  - Bibliography has both primary and secondary material
  - Analysis is based in part upon primary evidence

- **Level 4+ (90-100%):**
  - IB 6 or 7 A+ grade
  - Analysis cites primary sources directly
  - Secondary bibliography presents a range of historiographical perspectives which are used in the argument
  - Primary bibliography is extensive and presents a balanced range of perspectives

- **Level 0 (<50%):**
  - IB 1 E grade
  - It is impossible to discern a thesis, nor is any identifiable line of argument presented
  - There is no recognizable introduction or conclusion
  - Different parts of the essay have no logical relationship to one another

- **Level 1 (50-60%):**
  - IB 2 D grade
  - There is an introduction and conclusion dealing with a single topic, but no thesis or argument
  - Analysis is strictly narrative
  - There is no logical progression to the essay

- **Level 2 (60-70%):**
  - IB 3 C grade
  - There is an introduction and conclusion, but the thesis is vague and not argumentative
  - Analysis is mostly narrative history
  - Logical progression of the essay is generally clear
  - Topic is too broad in scope

- **Level 3 (70-80%):**
  - IB 4 B grade
  - There is a thesis statement that is, to some extent, argumentative and appropriately focused.
  - The analysis is generally relevant and logically connected to the thesis.
  - Thesis demonstrates awareness of the topic, not necessarily originality or insight

- **Level 4 (80-90%):**
  - IB 5 A grade
  - The thesis is narrowly focused and clearly argumentative
  - The analysis is relevant and specifically applicable to the thesis

- **Level 4+ (90-100%):**
  - IB 6 or 7 A+ grade
  - The thesis is unique and interesting
  - Analysis uses primary material in a way that demonstrates sound critical and historical judgment
  - Where appropriate, obvious counter-arguments are identified, sourced, and refuted effectively.

- **Level 0 (<50%):**
  - IB 1 E grade
  - It is very difficult to understand the author’s meaning
  - Guidelines have been ignored.

- **Level 1 (50-60%):**
  - IB 2 D grade
  - The meaning can be understood, but the essay is riddled with technical errors
  - Significant problems with presentation guidelines

- **Level 2 (60-70%):**
  - IB 3 C grade
  - The essay is generally readable, but has significant technical problems
  - A few missed guidelines

- **Level 3 (70-80%):**
  - IB 4 B grade
  - Few technical errors and properly paragraphed.
  - Presentation generally adheres to guidelines

- **Level 4 (80-90%):**
  - IB 5 A grade
  - Very few technical errors and written in appropriate academic style
  - Presentation precisely adheres to guidelines

- **Level 4+ (90-100%):**
  - IB 6 or 7 A+ grade
  - Prose is lucid and engaging
Note: These descriptors are for senior level papers – evaluators must use their judgment in applying these to lower grade levels. This is particularly true when it comes to applying descriptors for source usage. Descriptors for an E grade apply at all levels.

* References:

Please select one of the following research questions to begin your essay:

1. What was the effect of the Cuban Missile Crisis on Canadian-American relations?
2. Was the Diefenbaker government right to cancel the AVRO Arrow program?
3. Has Canada’s policy of multiculturalism been a unifying or divisive force in Canadian history?
4. How significant was the contribution of women to the Canadian Armed Forces in World War II?
5. What were the reasons for the growing popularity of Quebec separatism in the 1970s?
6. From Bill 22 to Bill 101, have the language laws of Quebec been successful in achieving their goals?
7. Were Canada’s immigration laws racist prior to and during WWII?
8. From a strategic perspective, how effective was the Allied bombing campaign against Germany in WWII?
9. How did closer economic and political ties affect Canadian/American relations during the Cold War era?
10. Account for the success of the labour movement in the 1940s and 1950s?
11. Why did Canada agree to accept nuclear weapons in the 1960s?
12. What have been the lasting effects of the October Crisis in the province of Quebec and in Canada?
13. How important have multi-lateral organizations (i.e. UN, NATO) in the conduct of Canadian foreign policy?
14. Did the Quiet Revolution act as a catalyst for separatist feeling in Quebec, or did it delay the eventual emergence of separatism?
15. What lessons did the people of Quebec learn from the Asbestos Strike?

16. Has the CBC been effective in achieving its mandate?

17. How important was Canada’s contribution to the Allied efforts in the Battle of the Atlantic?

18. How do you explain French Canada’s reaction to conscription in WWII?

19. Why did Canada join the nations of Europe in appeasing Hitler prior to WWII?

20. How has the emergence of the CCF/NDP changed Canadian politics since WWII?

21. After WWII, Canada emerged as one of the “middle powers”. How effective has Canada been in using that position to promote our foreign policy goals?

22. Has Canada’s commitment to international peacekeeping been worth the cost?

23. What were the lessons of the Polar Sea episode for Canadian Arctic sovereignty?

24. Why did the government of Canada decide to close Residential Schools for Native Canadians?

25. Has the government of Canada respected the Indian Act in dealing with aboriginal land claims? (you may choose to focus on a specific case for this question)

26. Who was to blame in the Oka Crisis?

27. Draft your own research question – submit directly to me before the break for approval.