

# **The TCNJ Phi Alpha Theta Handbook**

2012-2013

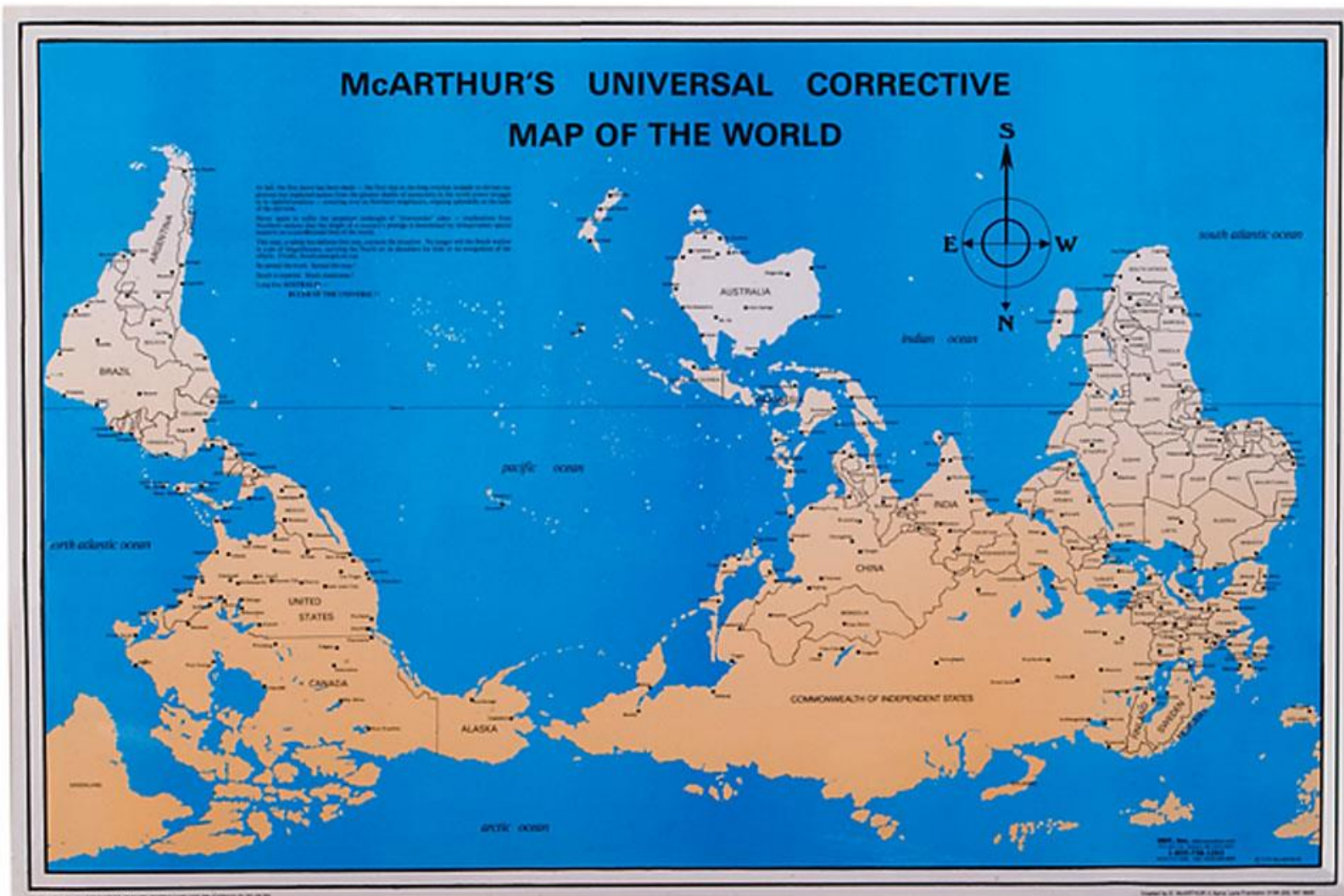
Tips and Suggestions for Freshman and Transfer History Students



With contributions from the following students and PAT members:

Raziye Andican, MJ Dempsey, Maryan Escarfullett, Noah Franc, Jessica Hoenig, Colin Hyland,  
Jessica Klama, Corrine Roche, Rebecca Stefaniak, Nicole Valdez, and Abbey Wallach

Editor-in-Chief  
Professor Roman K. Kovalev



**MAY YOUR WORLD TURN UPSIDE DOWN!**

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## INTRODUCTION

Dear History Student,

Welcome to TCNJ's History Department! In 2011, our chapter of the national history honors society, Phi Alpha Theta, decided to compile this book for your benefit. Whether an incoming freshman, sophomore, or junior, you will find many valuable suggestions and tips here for you to take into account during your studies at TCNJ. We hope you will continue to consult these pages as you need them! We aim to update this document every summer.

If you have any questions at all, please do not hesitate to contact us at [history@tcnj.edu](mailto:history@tcnj.edu). Also check out the **History Department website**: <http://www.tcnj.edu/~history/> (P.S. – click around and be sure to watch the videos at the bottom of this main page, which are testimonials from last year's graduating seniors).

Have a great year at TCNJ, and we look forward to meeting and seeing you at our meetings (for more information about Phi Alpha Theta, keep reading)!

Sincerely,

Jessica Hoenig, senior, Vice President, and Editor

### Studying History at TCNJ: Importance and Finding Your Place

A few notes on why studying history at TCNJ is awesome:

- It is important to know the past so that we can look toward to the future.
- Studying history is a way to see how we've progressed or adapted to the world or changed it as a human race.
- Studying history allows one to analyze cause-and-effect relationships.
- Studying history is studying all of the humanities, since history encompasses all aspects of the human experience – art, music, architecture, social, political, economic, religious, philosophical, diplomatic, cultural, philological, and many other disciplines. Indeed, History is the “Mother” of all social sciences.
- Studying history doesn't only occur in the classroom. There are a lot of opportunities to study abroad so you can experience history for yourself!
- Finally, studying history opens your mind to creative and critical thinking skills, arguably more so than any other discipline. Like detectives of modern crime scenes, historians seek to find out “what happened?”, but deeper in the past. To be convincing in their investigations and reconstructions of the past, we as historians must use all of the available evidence or sources – not just primary written texts, but material or “forensic” evidence (e.g., archaeological, numismatic, or architectural/monumental) as well as supplementary data like visual and audio sources, linguistics, and data in other forms. But, all of this “evidence” has to be gathered, properly analyzed, and critically interpreted; and, the results of those investigations must be convincingly and logically argued and legibly presented for your “case” to be solved, so to speak. In other words, if done correctly, history can be a very creative and truly exciting field to work in, provided that you have an open mind and the proper skills that can only come with the deeper study of history and related fields.

*-Corinne Roche, junior*

My advice would be to take random history classes to find what you are interested in – while still staying within your requirements for completing the major. You never know when interest in THAT period or person or event in history might hit you, if it hasn't already. If it doesn't hit you, have no fear. You will surely find something that interests you enough to write a senior thesis 😊 In all seriousness, try to explore as much as you can. Liberal Learning classes also offer a great opportunity for you to explore outside the History Department. You might even find yourself adding a minor, concentration, or another major!

*-Jess Hoenig, senior*

“Oh, so you want to be a teacher, right?” How many of us have gotten that question, and how often? And how many of us, immediately afterward, have wanted to face-palm ourselves in response? *[editor's note – some of us History majors want to be teachers of course, but for straight history majors, I would agree that this is a good point]*. The last thing anyone should do is to assume that their major should define what they do with their life after college, especially

since in most instances that simply isn't the case. We live in a world where it is easier than ever to take an idea and make it work – to truly create your own job and existence. Rather than making a definitive statements on how we intend to spend the remainder of our lives, our choice of major, particularly for us history majors, should instead be seen as a reflection on what is most important to us in regards to our education.

For me, perhaps the thing I love more than anything else in the world is a good story – engaging, having relatable characters, great dialogue, interesting plot twists – love 'em. Hence why I am a history major. History is, in its most simple definition, the story of the human race – the greatest story ever told. All the characters, all the themes, all the desire, and anger and passion that can be found in the world have their origin in the story of the human race fighting for survival. You will never get a more gripping or fascinating story than that.

Why do we study history? I know why I do. Why do you? The answer is different for every person. If you don't know it already, take some time to think it over. Like in any good historical analysis, you may be surprised at what you may uncover. What we study does not, by any means, define who we are or what we do with our lives; but, then again, that's not what it's supposed to do. It's merely supposed to give us avenues into that which affects and influences us most in life, and allow ways to experience and develop those things more deeply and fully. Happy soul-searching fellow historians! As the great Umberto Eco once wrote, "The important thing is not the finding, it is the seeking, discerning the truth little by little." So it is with history my friends, and with the myriad of reasoning, beliefs, and values that call us to it.

*-Noah Franc, senior*

Why do we study history? History majors specialize in the past, and more often than not we focus on looking at what went "wrong" (although, in reality, this presupposes that we know what is "right" – and what is "right" is usually written by the winners in various historical periods). However, history is more than just the study of changes in social norms: it is composed of more than dates, major events, and is larger than the figures and characters we claim to have shaped our world. History, in its most basic and fundamental component, is the study of the how things came to be the way that they are: political structures, economic systems, and even social and cultural orders and "factors" that have evolved over time.

As historians, we examine human behavior on a grand scale and the forces that humans react to and interact with. In looking at history, we unconsciously and innocuously face our own pasts, our own histories. We do not study history, as it is commonly misconceived, in order to learn from our mistakes and plan for future, but rather do so to understand our present, to see why and how our current world is the way that it is. Most importantly, we study history because we love it. As blooming historians, we recognize the connections that tie our actions to those of our ancestors. Through our writing, we discover and disperse the knowledge about human "evolution" (at the most) and "adaptation" (at the least) in this world through time and space. And this is truly the exciting and rewarding part of our role as historians.

All cultures have history and, thus, history connects all of humanity. It reminds us that despite our perceived differences we are human. Without history we would not have the ability to empathize with one another because we would not have a way of understanding the

challenges our societies have faced at both the most rudimentary and most complex levels. However, history also shows us the ways in which our social development has veered in different directions due to varied and unique responses to similar environmental, social, economic, or political problems. We would not be able to understand the ways in which societies have responded differently to similar obstacles: environmental, social, political, etc., without the critical and analytical historical lens. In exploring our differences and our similarities, history shows us the one quintessential quality that connects us all: our fundamental humanity.

Our common humanity is further reinforced through our history by the way that history tracks the stream of our consciousness or thought development. As historians, our studies of the past show others how ideas can grow and evolve over time, such as the way a painter is influenced by previous intellectual and artistic movements and painting methods. As historians, we have the power to shape the historical narrative through our interpretations of the past. It is this ability to create relativity and connections between events, peoples, and cultures that makes our skills so critical to future human development and, more importantly, our understanding of the present. After all, who would we be now were it not for the knowledge of whom we were before?

*-Maryan Escarfullett, senior*

### Resources: Office Hours

As a freshman, attending office hours can seem a little intimidating. But, if you remember a few simple things, it will be well worth your time! Office hours are a really useful tool that allow students to interact one-on-one with professors outside of the classroom, and provide an opportunity to go over questions, concerns, and papers. Professors REALLY appreciate the effort a student makes to attend office hours; it shows that you are responsible and care about how you do in the class, and it is LITERALLY the easiest way to show effort!

### Office Hour Basics

A professor will usually list office hours on the class syllabus. Most professors will even point out when their office hours are, and where their office is located when they go over the syllabus in the first class. Most of the History offices are located on the 2<sup>nd</sup> floor of the Social Sciences Building.

**What happens if I cannot go to their listed office hours?** Don't worry too much about it; that happens A LOT. You can speak with the professor after class or email them and ask if it would be possible to meet at another day and time. Most professors are easy to work with in this regard, and will be happy to schedule another meeting time with you. However, this may be more difficult with adjunct professors, because they tend to spend less time on campus.

**So I have an appointment, now what? DON'T BE LATE!** Try to show up at least 5 minutes before your scheduled time. Sometimes you will luck out, and the professor will already be there, or a meeting scheduled before you will be done early. **Go with questions in mind!** Try to have an issue or topic you wish to discuss in mind when you arrive. This isn't to say that you have to have a speech prepared, but it will help if you have a clear objective; it shows that you have thought about it.

EXAMPLE: You are writing an argumentative paper on the Emancipation Proclamation, and you want to argue that it actually didn't free the slaves. Go in with a few ideas of supportive evidence (Lincoln had no control over the South anyway, thus he could not technically force rebellious states to free their slaves, whatever you think). If you aren't sure about the direction you are taking your paper, something as simple as discussing it out loud is extremely useful. The professors want you to do well, and are usually more than willing to work it out with you. You can even bring in a thesis, and simply say "I've written this thesis, but I'm concerned about" the direction, or the way it's written, or whatever. Just go into the meeting with an idea of what you want to ask or problems you want to address, and you will be fine!



### Office Hours Etiquette

It can be a little intimidating to approach professors when you are a freshman, but it's not much different from talking to your high school teachers!

If you walk up to their office, and the door is open but the professor isn't facing you, lightly knock on the door or just say "Excuse me Professor/Doctor So-and-So, I scheduled an appointment with you the other day, are you available to talk?"

**The biggest difference between high school and college is how you address professors.** Instead of Mr. or Mrs. So-and-So it's Professor or Doctor So-and-So... Don't forget to address them by their proper title. It's a sign of respect, and you may not get a kind response if you say "Hey, what's up, So-and-So?"

**Don't be afraid to engage in discussion, but be careful about how you do it.** Say, for example, you are discussing your thesis with the professor. He or she suggests that you include an idea that you had previously thought of, but decided didn't work with the direction you wanted to take your paper. You can explain; "I had thought of using that topic in my paper, but I'm not really sure how it fits in with my opinion or conclusion. What do you think?" They will be more than willing to help you, as opposed to if you say "No, I don't like that/don't want to put it in." Remember, they have been doing this for a long time, and even though their idea may not mesh with your idea, you should consider what they say seriously.

### Closing remarks on Office Hours

Though it can be intimidating to approach professors in a one-on-one atmosphere, it really is beneficial for you as a student. You get to learn what a professor is looking for in your writing; it shows that you are responsible and care about how you fare in the class; and, you can pick up new ideas and techniques for studying history. If you go in with an open mind, and use basic politeness and etiquette, you will be just fine and glad that you took advantage of the opportunity of going to office hours!

*-Jessica Klama, senior*

**Resources: Correspondence with Your Professors as well as other  
Faculty-Staff Members at the College**

Several words were said above concerning the proper means of addressing your History professors when meeting them in person. It is equally important to learn how to address them as well as all other faculty-staff members of the TCNJ community properly in emails and other forms of written correspondence.

1. In all cases, it is important to indicate the subject of your inquiry in the “subject” box.
2. If you are writing to professors, note to greet and address them by their title/or academic rank (i.e., Professor or Dr.), followed by their last names (e.g., Dear Professor Chaos: ).
3. Having stated your business in a professional manner, be sure to include your final, closing remarks, such as “Cordially/Sincerely/Thank you for your time,” etc., and leave your full name and class you are taking with the professor.

Overall, this is standard etiquette that you should learn to use in all college-related correspondence, and it is strongly suggested that you continue to use it into the future in all official business/professional writing. Politeness can carry you a long way! Rudeness or callousness, on the other hand, can tightly shut doors even before they could open.

**Resources: Other Handy Tidbits – Basic Courtesy  
to Faculty and Other Students**

- Turn off your cell phones and do not use them in class (this includes texting). If you absolutely must use your phone, please vacate the classroom, so that you do not disturb the professor and other students.
- It is highly recommended that students visit the lavatory prior to the beginning of class, again, so as not to disturb the flow of the class.
- Papers handed in must be stapled.
- Use of laptops and voice recorders are by no means regular features of most classes. While some professors do not mind their use, others do. If no specific instructions are given to students regarding their use either verbally or in the syllabus, it is still recommended that students ask their instructors whether they mind the use of these electronic devices during their lectures.

### Resources: The TCNJ Writing Center

Aside from learning how to verbally express yourself and relate your historical knowledge to others in a meaningful and useful way, historians must also have excellent writing skills. You may have a brilliant idea, but if you cannot express it in writing in a way that makes sense to others, it is worthless – less than chickenfeed... Thus, during your studies at TCNJ and the History Department in particular, you need to work on developing your writing skills. As a general rule, the more you write, the better writer you will be. Another tangential rule is that writing up your research finding is only half of your task – the other half is the time you should spend editing your work.

To help with all of this:

The TCNJ Writing Center, which is part of the TCNJ Tutoring Center, is an invaluable resource both for writing history papers and for general help with history classes *[and any writing class for that matter!]*. Writing conferences are 30- or 60-minute, one-on-one sessions, with a trained writing tutor, who is also a TCNJ student. Writing conference appointments are typically made a few days before a paper or project is due, though earlier is best. The student and tutor read through the paper together, and then the tutor addresses any of the student's questions or concerns. However, it is possible to make an appointment at any stage in the writing process. Tutors help with brainstorming, outlining, or analysis – whatever the student needs.

It is also important to realize that **going to the Tutoring Center does not mean that a student is struggling**. Since college history courses are so different from those in high school, it is helpful to get feedback from a tutor. Students who seek help in almost any class can sign up with a tutor for 60-minute weekly appointments. The content of each appointment varies depending on what is happening in the class, and students attending weekly sessions can also schedule writing conferences for help with specific papers and projects. The Tutoring Center is conveniently located in Roscoe West Hall, and its services are free!

**Website:** <http://www.tcnj.edu/~tutoring/index.html>

-Rebecca Stefaniak, senior

*You can sign up for a tutor or a writing conference in Roscoe West Hall, Room 101 (in person). For certain classes, a wait list begins right away, so come early in the semester if you can!*

### Resources: Notation Style

Historians as well as scholarly publications use various styles and formats for documenting evidence, otherwise known as Notation Style. There are two parts to this. One deals with the way references are set within the text: endnotes, footnotes, or parenthetical citations. The other concerns the format of the reference itself (names of author/s, article/book/chapter, journals, volume/issue numbers, places of publication, dates of publication, at times publishing houses, and page numbers). It must be stressed that there is no particular style that is more “correct” than another. All depends on the preference of the authors and/or publishers. However, the History Department deems it necessary for all History students to use one standard format for conformity and evaluation purposes. Please use it for writing all of your papers for the History Department. Also, at the end of your papers, you should provide a bibliography of all of the work you cite.

**All references should be in the form of footnotes, organized as follows:**

#### **Journal citations:**

Porky Pig and Quirky Swiny, “Ham and Its Destruction of Civilizations,” *Messy Farm News Yesterday Today* 9 (1995-1997), 256.

Or, other example:

Red Riding Hood, “The History of Childhood Indiscretions,” *Health and the Abnormal Human Mind* 12 (1970), 257.

After the first reference, use the following style of abbreviation:

Pig, Swiny, “Ham and Its Destruction of Civilizations,” 256.

Hood, “The History of Childhood Indiscretions,” 257.

#### **Book chapter citations:**

Silly B. Hedgehoglover, “The Indispensable Role of Hedgehogs in Shaping the Eurasian Civilization,” in *The Cambridge History of Dangerous Animals in Early Inner Asia*, ed. D. Hedge (Cambridge, 1990), 263.

Or, if an **Encyclopedia Entry**:

I.M.A. Charlatan, “Hedgehog,” *The Encyclopedia of the Most Important Military Minds in Eurasian History Before Chinghiz Khan* (Passingwind Valley, IN, 1990), 263.

After the first reference, use the same style of abbreviation as with journals (above):

**Book citations:**

Betty Crocker, *The Indispensable History of Pies and Creampuffs to World Civilization Before World War III* (Chokeonyourpie, MN, 1967), 1097-1100.

After the first reference, use the same style of abbreviation as with journals (above):

Crocker, *The Indispensable History*, 1097-1100.

Or:

Mary Poppins and Josef Stalin, *The How-To Book On Knitting Sweaters for Chickens* (Gulagville, IN, 1945), 666.

Subsequently:

Poppins and Stalin, *The How-To Book*, 666.

If more than 3 authors wrote the work, as in this case:

Sun Tzu, Alexander the Great, Julius Caesar, and Napoleon Bonaparte, *The Art of Badminton Playing in Your Neighbor's Backyard*, 3<sup>rd</sup> ed. (Alexandria-Xianyang-Paris, 1811), 100.

-- you can condense the names as follows in your first reference:

Sun Tzu, et al, *The Art of Badminton Playing in Your Neighbor's Backyard*, 3<sup>rd</sup> ed. (Alexandria-Xianyang-Paris, 1811), 100.

-- and when citing it subsequently:

Tzu, et al, *The Art of Badminton Playing*, 100.

**BIBLIOGRAPHY**

Charlatan, I.M.A., "Hedgehog," *The Encyclopedia of the Most Important Military Minds in Eurasian History Before Chinghiz Khan* (Passingwind Valley, IN, 1990), 262-263.

Crocker, Betty, *The Indispensable History of Pies and Creampuffs to World Civilization Before World War III* (Chokeonyourpie, MN, 1967).

Hedgehoglover, Silly B., "The Indispensable Role of Hedgehogs in Shaping the Eurasian Civilization" in *The Cambridge History of Dangerous Animals in Early Inner Asia*, ed. D. Hedge (Cambridge, 1990), 122-263.

Hood, Red Riding, "The History of Childhood Indiscretions," *Health and the Abnormal Human Mind* 12 (1970), 200-257.

Pig, Porky, and Quirky Swiny, "Ham and Its Destruction of Civilizations," *Messy Farm News Yesterday Today* 9 (1995-1997), 233-256.

Poppins, Mary and Josef Stalin, *The How-To Book On Knitting Sweaters for Chickens* (Gulagville, IN, 1945).

Tzu, Sun, et al, *The Art of Badminton Playing in Your Neighbor's Backyard*, 3<sup>rd</sup> ed. (Alexandria-Xianyang-Paris, 1811).

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### Resources: TCNJ Classroom Policies

These policy statements should be attached to every syllabus you receive in a History course or handed out as an appendix. Please read and follow them carefully.

**Academic Integrity:** The College of New Jersey's official Academic Integrity Policy prohibits "any attempt by the student to gain academic advantage through dishonest means." It specifically prohibits "submitting a work for credit that includes words, ideas, data, or creative work of others without acknowledging the source." It also prohibits "using another author's words without enclosing them in quotation marks...or without citing the source appropriately." Teachers at TCNJ are obligated to report any instance in which they believe a student has intentionally violated Academic Integrity Policy. The typical penalty for infractions of the Academic Integrity Policy is a grade of "F" for the course. Repeat violators may be dismissed from the college.

**College Attendance Policy:** Every student is expected to participate in each of his/her courses through regular attendance at lecture and laboratory sessions. It is further expected that every student will be present, on time, and prepared to participate when scheduled class sessions begin. At the first class meeting of a semester, instructors are expected to distribute in writing the attendance policies, which apply to their courses. While attendance itself is not used as a criterion for academic evaluations, grading is frequently based on participation in class discussion laboratory work, performance, studio practice, field experience, or other activities, which may take place during class sessions. If these areas for evaluation make class attendance essential, the student may be penalized for failure to perform satisfactorily in the required activities. Students who must miss classes due to participation in a field trip, athletic event, or other official college function should arrange with their instructors for such class absences well in advance. The Office of Academic Affairs will verify, upon request, the dates of and participation in such college functions. In every instance, however, the student has the responsibility to initiate arrangements for make-up work.

**Differing Abilities:** Any student who has a documented disability and is in need of academic accommodations should notify us and contact the Office of Differing Abilities Services (609-771-2571). Accommodations are individualized and in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1992.

**Class Decorum and Courtesy:** Students are expected to arrive on time, be attentive and remain in the classroom during all class sessions except when breaks are provided. Cell phones should be turned off and put away during class time. Phone calls and text-messaging are not permitted in class.

**Languages Across the Curriculum** A quarter unit (one credit) Languages Across the Curriculum independent study may be added to this course for those students who have intermediate level proficiency in another language and who wish to complement the work in this course by utilizing their language skills. Please visit the LAC website at <http://internationalstudies.intrasun.tcnj.edu> for more information.



**Resources: Grading Rubrics of the History Department**

The following grading rubrics or versions thereof may be utilized by professors in the History Department. Please note that faculty may use these rubrics or similar ones of their own design. Please look through them and use them as guides when writing your papers.

**Resources: Participation Grading Rubric of the History Department  
(Carter to review and provide)**

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## Resources: Short Paper or Essay Grading Rubric of the History Department

Characteristics	Grades			
	A	B	C	D
Claim	claim is compelling, genuinely debatable, focused, specific, and arguable	claim is clear and debatable, but may have shifting focus and/or specificity	claim is vague or pedestrian, raises some debate, but lacks focus and/or specificity	claim is limited, unclear, trite, inconsistent or absent, and lacks focus and specificity
Logic & Organization	develops ideas cogently, organizes them logically within paragraphs, connects them with highly effective transitions; clear and logically consistent organization relating all ideas together	develops unified and coherent ideas within paragraphs with generally adequate transitions; clear overall organization relating most ideas together	develops and organizes ideas in paragraphs that are not necessarily connected with transitions; some overall organization, but some ideas may seem illogical and/or unrelated	does not develop ideas cogently, organize them logically within paragraphs and/or connect them with clear transitions; uneven and/or ineffective overall organization
Audience	clearly addresses claim, structure, and evidence to paper's intended audience	claim, structure and evidence chosen with some attention to the paper's audience	claim, structure or evidence not suited to the paper's audience	little or no attempt to consider audience in its choice of claim, structure or evidence
Evidence	ample, relevant, concrete evidence and persuasive support for every debatable assertion; uses multiple, reliable sources which are assessed critically	relevant, concrete evidence and persuasive support for most debatable assertions; uses multiple or reliable sources which are not always assessed critically	merely adequate evidence and support for most assertions; uses single or multiple sources, which may be unreliable and used uncritically	weak evidence and persuasive support; uses limited source(s), and/or relies predominantly on sweeping generalizations, narration, description, or summary
Citations	researched support correctly quoted, paraphrased, and cited.	researched support adequately quoted, paraphrased, and cited.	researched support incorrectly quoted, paraphrased, or cited.  No direct quotations or paraphrases from novel	researched support incorrectly quoted, paraphrased, and cited.
Control of Language	outstanding control of language, including effective word choice and sentence variety; superior facility with the conventions of standard written English	clear and effective control of language, including word choice and sentence variety; competence with the conventions of standard written English	intermittent control of language, including word choice and sentence variety; occasional major or frequent minor errors in standard written English	poor control of language, includes problems with word choice and sentence structure; frequent errors in standard written English

**Resources: Research Paper Grading Rubric of the History Department**

	<b>A paper</b>
<b>Writing Mechanics (30%)</b>	<ul style="list-style-type: none"> <li>• The writing is elegant, in addition to being clear and easy to understand.</li> <li>• The paper is well structured. The introduction has a clear roadmap and the paper follows that roadmap. Ideas follow logically from one to another. Topic sentences begin each paragraph.</li> <li>• Sentences are complete and punctuation, including commas, is appropriate.</li> <li>• Clearly and thoroughly states your thesis argument in the introduction and refers back to this thesis argument throughout the paper.</li> <li>• All quotes are followed by citations with page numbers or reference to an interview or participation observation. All published sources are listed in the bibliography.</li> </ul>
<b>Thesis and argumentation (40%)</b>	<ul style="list-style-type: none"> <li>• Thesis argument is original and creative.</li> <li>• You follow the final paper guidelines in terms of number of primary sources, secondary sources, and course readings and lecture</li> <li>• You define the key theoretical concepts you are drawing on from class and secondary source authors. You summarize the secondary authors' arguments and the important examples that they use to make their arguments.</li> <li>• You use those key concepts and authors' arguments to analyze your historical case or cases</li> <li>• Thoroughness – of arguments, ethnographic evidence, and description of outside sources.</li> </ul>
<b>Historical approach (30%)</b>	<ul style="list-style-type: none"> <li>• Detailed examples – Provide quotes, paraphrase and describe your primary source author's words. Describe the social setting in which he/she/they lived as evidence to back up your arguments. You thoroughly examine their points of view and the larger forces that shaped their points of view.</li> <li>• Connect detailed examples to larger historical processes of colonialism</li> <li>• De-familiarization of primary source perspectives - You critically evaluate stereotypes or assumptions about a group of people and their behavior. You distinguish between primary source author's various perspectives and the perspectives of the people he or she is describing. You also distinguish between the primary source author's perspective and the secondary source authors' perspective.</li> </ul>

**Resources: Oral Presentation Rubric #1 of the History Department**

Student Name \_\_\_\_\_ Date \_\_\_\_\_

**1. Engagement with classmates: \_\_\_\_\_ out of 20 points**

- \* Make eye contact with at least five students and professor
- \* Speak in a lively tone of voice
- \* Pose questions and provide examples that will engage fellow classmates
- \* Provide visual aids if needed to illustrate arguments or questions
- \* Power-point slides (if used) include text and images big enough to be read/seen by classmates

**2. Organization: \_\_\_\_\_ out of 20 points**

- \* Presentation is structured in a clear and logical manner
- \* Provide a brief roadmap to the presentation
- \* Do not try to cover more material than can fit into an 8-10 minute presentation

**3. Use of theories from this course: \_\_\_\_\_ out of 20 points**

- \* Communicate these clearly and concisely
- \* Explain how you use them to pursue your research question

**4. Overarching research question and thesis argument: \_\_\_\_\_ out of 20 points**

- \* Communicate these clearly
- \* Explain how these relate to your key ethnographic or historical examples

**5. Historical examples to support argument and illustrate larger structural processes  
\_\_\_\_\_ out of 20 points**

- \* Provide at least one detailed historical example (incident) in your presentation

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### Resources: Oral Presentation Grading Rubric #2 of the History Department

The following is a grading rubric utilized by most professors in the History Department for oral presentations. Please look through it and use it as a guide in preparing your presentation. Please also consult it when you receive the professor's evaluation of your presentation.

	<b>D</b>	<b>C</b>	<b>B</b>	<b>A</b>	<b>Score</b>
<b>1. Content</b> <b>(35%)</b>	Presenter has a poor, unclear, or nonexistent thesis, ideas are unfocused and undeveloped, main points are unclear, use of evidence is questionable or nonexistent, presentation is vague or confusing	Presentation has a very weak thesis, ideas are rather vague and lack substance, main points are vague and/or unsubstantiated, use of evidence is weak, few examples provided	Presenter has a good thesis, ideas are presented well and have substance, main points are substantiated with appropriate evidence, good use of examples	Presenter has an exceptional, interesting, innovative thesis, ideas are well substantiated, main points are illustrated with good examples	
<b>2. Organization</b> <b>(35%)</b>	Presentation lacks a clear structure, is confusing, lacks transitions, introduction, and/or conclusion	Presentation has somewhat confusing structure, has weak transitions, introduction, and/or conclusion	Presentation is clearly organized, though may be unclear at times. Presenter employs effective introduction, conclusion, and transitions	Presentation features exceptional organization, clearly guides the audience through the complex subject matter. Introduction clearly sets up the topic, and the conclusion provides thoughtful summary. Effective transitions tie the whole presentation together	
<b>3. Presentation</b> <b>(20%)</b>	Presenter has poor delivery, poor eye contact, uses inappropriate or ineffective language, grossly exceeds time limit	Presenter has shaky delivery, often avoids eye contact, tends to use inappropriate language, has trouble meeting the time limit	Presenter has solid delivery, uses good eye contact, is poised and mostly confident, uses appropriate language, falls close to the time limit	Presenter has exceptional delivery and use of eye contact, is poised and confident, makes very good use of language, falls within the appropriate time limit	
<b>4. Engagement</b> <b>(10%)</b>	Presenter fails to engage audience, avoids or fails to answer questions	Presenter only rarely engages audience, handles questions poorly	Presenter at times engages audience, handles questions at times with hesitance	Presenter actively engages audience, employs an effective attention-getter, handles questions with ease	

### Resources: Using SOCS for Homework and Studying

*What is SOCS (<http://socs.tcnj.edu/>)? A magical place where you can find everything you need to survive a class, like the syllabus, readings, and sometimes, grades throughout the semester. Most professors use SOCS, especially because it saves trees and time. You can also email your class or specific classmates through SOCS, and if your professor requires weekly postings, you can do that here as well. Students also use SOCS to see who is in their classes once they register for the next semester. It is different then PAWS – which is more about your personal information, final grades, class registration, and finances.*

PowerPoint presentations in class are really helpful, because they enable you to follow the professor throughout his or her lecture and focus on its important points, ideas, or concepts. You may think that you have to copy down every detail of every slide, but this is usually not necessary nor is it helpful. **Most professors upload their presentations to SOCS**, so you will be able to access them outside of class. This is great because you can use them as a reference when you study, and it takes the stress off note taking in class.

When you're in class, write down things your professor is saying about the slide, instead of directly from the PowerPoint slides. Ask yourself: why is this slide important? What is the significance of what the professor is talking about? That way, you can connect your notes on the professor's lecture with the facts presented to you on the slide. You are also less likely to miss an important detail on the topic that may not be on the slide. Now you can focus your energy on participating and understanding the content in class, rather than scribbling away for an hour and twenty minutes!

*-Corrine Roche, junior*

## Introduction to the TCNJ Library

College is a time for new experiences, new discoveries, and new friends. Spending hours in the library, therefore, is probably the last thing on your list. As a history major, however, you will become very well acquainted with the library out of necessity. With five levels of books and study rooms and a chamber of secrets [*Harry Potter reference for the win*], the College Library may seem a bit daunting at first, but don't worry—handling the library is easier than it looks.

### The Library – The Basics

After becoming more comfortable with new independence and making more friends, you may find that college offers many more distractions than high school. As a result, finding time to study and a quiet place to work can become a major challenge. Here's where the library fits in—the library offers students five floors of desks, tables, and study rooms where they can find the solace and silence they need to concentrate on work. The Library Café is also always an option, but with the traffic of caffeine-craving customers, the Café can be a bit distracting at times. There are plenty of places to work at Library—you must find what study spot works best for you. Be sure to first check out the Library hours, by going to <http://www.tcnj.edu/~library/info/hours.html>. Of course, the library does not just offer desks and coffee; here you will also find many books and resources that can help you with your research papers.

### Navigating the Resources

Between books, academic articles, and journals, the amount of resources at your fingertips can be a bit overwhelming. Before the end of your first semester, you will have to complete an IDS test, which will assess your knowledge of the Library and how to use its resources – do not freak out! The point of the test is to teach you more about the offerings of the library and how to best utilize them than anything else. Basically, there are two main options:

- **Option 1**—Go to the library (or just stay at home) and go to the course catalogue (<http://www.tcnj.edu/~library/index.html>). There are computers on every floor with which you can search the library course catalogue for books, articles, and journals. After finding a few sources, write down the call number and basic information and head over to one of the floor maps to figure out where to go next (they are usually located near the elevators). Once you find your media, head down to the first floor, where you will go to the front desk and use your student ID card to take out your book for a couple weeks [*editor's note: you can take out up to 50 books at one time – helpful for writing a senior thesis especially – and you can renew books twice*]. Also, be sure not to be late with returning books – it will cost you financially!
- **Option 2**—Utilize the online resources of the library. Head to the website, <http://www.tcnj.edu/~library/research/index.html>, and click on the tab that

reads “Finding Articles, Journals.” Now you will be able to find databases that relate to particular subject areas or general databases that offer a wide array of sources. Many times, the articles you will find are offered online, as a PDF. Otherwise, you can usually find the article in its physical form at the library. If both options are not available, you could always talk to one of the librarians about an interlibrary loan (ILL), which is when you request to borrow the book or article from another library. It’s easier than it sounds – don’t worry! Indeed, you will find that at times you will have to heavily rely on ILL for your materials, but note that it often takes several weeks to get your books/articles. So, order in advance.

- Whether you are searching through the archives in the basement or looking up articles with the online databases, the Library is rich with resources for you to utilize for your future research papers. By going to the library and searching through the stacks of sources, you will gain a wealth of information that will strengthen any thesis or research paper that you may write.

*-MJ Dempsey, junior*

- But, perhaps most importantly, do be aware that Librarians are people too! Indeed, they are most helpful of individuals who are there specifically to assist you. Consult with Reference Librarians in regard to your assignments; they will usually go out of their way to help you. Likewise, Mr. Marc Meola, the Social Science Librarian at our Library, can be a great asset to you. You are advised to connect with him in your search of literature and other resources.
- Please keep in mind that as a student of the History Department at TCNJ, you have the possibility of accessing Princeton University Library, which carries many books that you may need, but do not have immediate access to through our Library. You can gain entrance and borrow books with the “Princeton Access Card” from the Departmental Administrative Assistant.



## Computer Research in History Classes

Researching on the computer/Internet can be frustrating and time-consuming, but if you utilize the right databases and search methods, it can be a highly productive and valuable process. Here are four important tips for effective online research (although be aware that the Library has various databases that are not available online, which could be indispensable to your research needs; again, consult with Reference Librarians):

### 1) Wikipedia Can Be Your Friend and Worst Enemy

There will come a time when you receive a research topic that is very unfamiliar to you and then Wikipedia can be of use as a starting point. Resources such as Wikipedia are a great way to “define your terms” and gain some basic knowledge about a topic before delving into in-depth research. However, Wikipedia must not be used as your main source of information and data, particularly because some of its entries are based on old, incomplete, and sometimes downright wrong “facts.” So, do be very careful about the way you use this resource so as to avoid embarrassment and potentially low grades.

### 2) Scholarly Articles: Short and Accessible From the Comfort of Your Dorm Room

You do not necessarily need to spend hours wandering the shelves in the library to find great secondary sources. The TCNJ library website allows access to numerous online databases where you can find scholarly articles pertaining to your topic, which are often about five to ten pages in length. They can help you gain insight into more specific aspects of your research topic, and will guide you toward lengthier works in the library. JSTOR is the most widely used online database for history majors, and can be accessed under the “Find Articles, Journals” tab on the TCNJ library website or here *[other useful databases can be found here: <http://www.tcnj.edu/~library/research/subjects/history.html>]*. But, be aware that most of the articles available from JSTOR are older works; for more current studies, you will have to turn to other databases and journals that may well not be available online.

### 3) Don't Go to the Library Without a Plan

Avoid having to stalk one of the library computers on the crowded ground floor by researching your sources beforehand. The TCNJ website provides remote access to the library catalog. Your trip to the library will be most efficient if you search for book titles and authors before you set foot in the building. The library will even send the call numbers of books to you in a text message. Access the catalog through the “Find Books, Media” tab on the library website.

### 4) The Hunt for Primary Sources Made Easy

The best history research papers are rooted in primary source material, which can be very difficult to find. In rare cases, college, university, and other scholarly websites provide access to primary source collections. For example, Fordham University has compiled an excellent online collection of ancient and medieval primary sources called the “Medieval Sourcebook.” However, as an upperclassman, you may find yourself in need of visiting a historical archive to conduct research for your senior capstone. The library website allows access to a database called WorldCat, which allows you to search for archival material and sources that the TCNJ

## **THE TCNJ PHI ALPHA THETA HANDBOOK**

library does not hold. These materials can be obtained through Inter-Library Loan, also managed by the TCNJ library website. Again, also visit with a Reference Librarian.

*-Nicole Valdez, senior*

### Tips for History Secondary Education Majors<sup>1</sup>

Following the secondary education path for history entails taking specific education courses alongside your history classes. These education classes begin sophomore year; freshmen are encouraged to explore the various paths they can travel along as a history/secondary education major: for example, focusing on American History, Medieval or World History, or History of Southeast Asia (*you should also try to fulfill as many Liberal Learning Requirements as you can freshman year*).

Beginning sophomore year, you will take a multitude of different education classes specifically geared towards high school education throughout your next three years. One important thing to always remember is that your advisors are there to help you; USE THEM! If you have any questions (and believe me, you will), they will set you on the right track.

*(You have one advisor for history, and one for education [the latter was just established in Spring 2011]. I went to my history advisor every semester, even if I knew what I was choosing. With the strict requirements of the secondary education program, there is very little wiggle room and you don't want to mess anything up! Trust me!)*

Most of all, use the opportunity you have in college to expand your horizons and challenge yourself in class. Education classes teach you invaluable strategies for teaching, and this material becomes infinitesimally more interesting and helpful when you really apply yourself.

*-Colin Hyland, junior*

*Have specific education major (**elementary, special, or secondary**) questions? We didn't cover it all here, so please feel free to email us at [history@tcnj.edu](mailto:history@tcnj.edu) or bring it up at the next PAT meeting. I, along with many others, would be happy to quell your fears. Education students make up some 50% of History Department majors!*

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<sup>1</sup> Have specific education major (**elementary, special, or secondary**) questions? We don't cover it all here, so please feel free to email me at [hoenig2@tcnj.edu](mailto:hoenig2@tcnj.edu) or bring it up at the next PAT meeting. I, along with many others, would be happy to quell your fears. Education students make up a good section of the history department!

## Tips on Choosing History Classes

We are lucky to have a wide variety of history classes to choose from at TCNJ, but the abundance of options can also be overwhelming. Here are some important things to keep in mind when picking history classes.

### 1. Requirements Within the Major

Though I do not believe that this should be the most important consideration in choosing a class, do keep in mind that each history major is required to fulfill certain requirements within the major. Specific requirements can be found on the History Department website (based on your particular major). Be sure that each year you fulfill at least one or two of these in order to ensure that you graduate on time (*see your advisor(s) before registering for classes!*).

### 2. Cross-Listed Classes

Do not be intimidated by a history class that is cross-listed with another subject area. For example, you may see HIS ###/WGS ### (History/Women and Gender Studies) or HIS ###/ REL ### (History/Religion). This simply means that a particular class covers two subject matters extensively. **You can register on either side of the cross-listing and the course will still count for the History major.** These types of classes are often my favorite because they offer a different type of perspective.

### 3. Professor

Personally, I believe that the instructor of a class is a more important consideration than the topic. In my experience, a professor can make or break a class experience. Each professor has their own unique style, as well as individualized requirements and expectations. If you are considering a class with a professor you do not know, you can always introduce yourself to them during their office hours and ask them about the class and the required assignments. It is also always a good idea to ask other history majors about particular professors. Remember that no two people will ever have the same experience or opinion, so always consider the comments of at least three students before making a final decision.

### 4. Topic

NEVER dismiss a class because of the topic. The great thing about college is that you get to expose yourself to ideas, events, and places that you have never studied, and perhaps have never even heard about. A great professor will make any topic interesting, and you never know exactly what you will love until you try it. So take classes that sound interesting, but also

consider classes that do not, because you just might find yourself exhilarated by something you did not expect. Even if you take this chance and do not end up being enthralled with the class material, your time is never wasted as a history major, because you probably fulfilled a requirement in the process.

## 5. Time

This may seem silly (hence why it is listed last), but do consider the meeting time of a class before you register for it. A great class is worth getting up for at the crack of dawn, (roughly 10:00 am in the universe of the college student), but if you do not function before noon, skip the 8 am.

*-Abbey Wallach, senior*

*Another thing to remember – if you don't get the classes you want/need during your freshman year, you still have three more years to do so – and you can always fill other requirements instead, after talking with your advisor. Plan three different schedule plans in case you get to your registration day, and one or two classes you were going to sign up for have filled. Seniors will get first pick of classes, and although this has been a rather stressful ordeal in recent years, freshmen should especially remember that you will one day be a senior too, and have the whole TCNJ course list at your fingertips! I wish I had been reassured this as a freshman!*

### Planning Ahead: Advisors

As incoming history majors, the best way to plan ahead for your studies at TCNJ is to meet with your advisor. However, before you meet them, the ideal means to prepare for your advising session is to examine your course planner, the list of classes available on PAWS for the current and upcoming semester, and decide what types of classes you would like to take. As a Freshman you have the ability to experiment with your future history courses. Apart from the core requirements, you also have the chance to take courses under a wide variety of topics such as African, Asian, European, Eurasian, and American History.

Take the opportunity and time to figure out what discipline you're interested in. If, as an incoming freshman, you already know what type of history you want to study, then feel free to sign up for a more advanced history course in order to get a better idea of the way that a particular discipline is taught. For example, don't be afraid to take a three-hundred level course in your spring semester.

If you aren't sure what type of history you would like to specialize in, or if you even want to specialize in a particular geographic area or time, then explore various possibilities. Sit in on a class, ask around, or talk to professors in the department to learn more about the various opportunities. Take a course that you wouldn't normally be interested in. You'll find that history professors at TCNJ are particularly passionate and knowledgeable about the subjects they teach – so take full advantage of them.

Last but not least, while taking your history courses look at the bigger picture and plan ahead. Think about what you're supposed to be getting out of your history courses over time. Every course level is different and asks you to learn a different set of skills. The skills that you learn in a two-hundred level class are not the same skills that are emphasized in upper level courses, such as reading seminars. The sooner you start to structure your long-term schedule and what you want to learn in your history courses, the sooner you can start opening your schedule to do more of what you love, such as researching or writing about a particular topic earlier in your academic career, learning a subsidiary skill to enhance your skills as an historian, or even studying abroad in a particular country of your fancy. Plan ahead so that you can take full advantage of your personalized curriculum as well as enjoy all four years at TCNJ.

I came in as an open-options major at the School of Culture and Society (now School of Humanities and Social Sciences). After spending a lot of time taking courses in the different departments, I decided to declare a history major with a concentration in Asian Studies/Chinese history. If you have any questions about the history department, professors, courses, or being a history major feel free to e-mail [history@tcnj.edu](mailto:history@tcnj.edu) to be put in touch with a student who can assist you.

*-Maryan Escarfullett, senior*

### Planning Ahead: Study Abroad and Study of Foreign Languages

There are a great many different places students have the opportunity to travel to for study abroad while at The College of New Jersey! Incoming freshman should not delay the process of deciding when or where to study abroad. If you are uncertain about whether to go abroad or not, the best place to go is Green Hall, Room 111. There is an office full of professionals and volunteer students who have studied abroad through the College and are more than willing to give advice to interested students. There are many pamphlets and the website to visit is: <http://www.tcnj.edu/~goglobal/undergraduate/index.html>. There is a list of all of the universities, colleges, and programs that are affiliated with The College of New Jersey. Another wonderful resource is your advisor and the best time to start asking questions about studying abroad is as soon as you are interested. It is NEVER too early to start researching and receiving advice.

*-Raziye Andican, senior*

Why study abroad? Why leave everything in a familiar world for a strange and new one? As someone who just completed a full year in Frankfurt am Main, Germany, I am inclined to answer that, when done properly, studying abroad is one of the best and most deeply fulfilling things a person can do in their life. Doing so will mold and shape the way you think in innumerable ways, both obvious and subtle and, if you allow, it will forever change the course of your life.

Whether or not you are able to go, of course, depends on your major and what sort of requirements you have for it. Fortunately, for us History Majors, the required classes for our degrees are relatively loose enough to permit us to really take advantage of the programs available to us as TCNJ students. A full year outside of the U.S. (somewhere where English is NOT the native language) is always best, but even if you can only manage or afford one semester, it's still something you will remember for the rest of your life. Take a leap of faith and jump into a world literally unlike anything you have ever experienced before. One can never know what sort of person they truly are until they take such a dive into a world that promises nothing of certainty. It is hard, but then again, those things in life that are worth our time the most often are.

Also, just a little side tip: should money be an issue in limiting the study abroad programs you can do and for how long, it's important to look into and apply for scholarships as early as possible, even before you apply to the program through TCNJ. That is something I did NOT do, and although it thankfully did not limit what I could do in Europe, it sure would have made the experience a lot easier.

In short, study abroad is absolutely worth it. Do it. It's possible. Germany. Japan. Russia. Spain. Italy. Do it. I could spend pages upon pages extolling the benefits of such a program, but I realize we have a space restriction. As such, I will merely reiterate that it is and will always be one of the best decisions you will ever make in your life. Of that, I can guarantee you.

Center for Global Engagement website:

<http://www.tcnj.edu/~goglobal/undergraduate/index.html>

*–Noah Franc, senior*

One way you can study abroad during your time at TCNJ is through one of the summer or Maymester programs. This is also a shorter and cheaper option, in the long run – unless you have a tuition scholarship from TCNJ that will cover you during the fall or spring. This is often one of the only options for education students to study abroad in their undergraduate careers, besides student teaching abroad (see **below**).

Summer study abroad through our school has especially evolved over the last couple of years; see the 2011 summer programs at:

<http://www.tcnj.edu/~goglobal/undergraduate/facedabroad.htm>. You can also see the upcoming 2012 summer programs, which will be updated over the year, at <http://www.tcnj.edu/~goglobal/undergraduate/2012facedprograms.htm>!

There was also a program called the TCNJ Holocaust Study Tour this past summer, which I was fortunate enough to attend. It was a 16-day trip to Berlin and Weimar, Germany, Prague, Czech Republic, and Krakow and Warsaw, Poland, plus Buchenwald, Theresienstadt, and Auschwitz concentration camps. Not only was I able to do research for my senior thesis on this trip, but I learned about other cultures, languages, and food earlier unbeknownst to me. I think it's safe to say that I, along with my fellow students on the trip, had the time of my life there, and would go back in a second. When you hear about study abroad forums and meetings on campus this year, try to attend one and give it good consideration. Yes, you'll have to leave the comfort of New Jersey, but whether you're gone for 2 weeks or for a full year, like Noah, study abroad **will** change your perspective of college, your history degree, and your future. No, really. I'm not making this up. Go!

**Finally, but very importantly, the History Department strongly encourages students to pursue the study of foreign languages. As historians, it is very important to know languages other than English. Even in the event that a student has tested out or completed their language requirement outside of TCNJ, it is highly recommended that they take on a study of another language, particularly the less known and studied ones in the United States, like Chinese, Russian, Arabic, Japanese, etc. See <http://wlc.pages.tcnj.edu/>**

**Also, consider:**

**Languages Across the Curriculum** A quarter unit (one credit) Languages Across the Curriculum independent study may be added to this course for those students who have intermediate level proficiency in another language and who wish to complement the work in this course by



utilizing their language skills. Please visit the LAC website at <http://internationalstudies.intrasun.tcnj.edu> for more information.

### **Planning Ahead: Study Abroad for History Education Majors**

This is a tricky business because of the specific set of classes you will have to take if you want to graduate in 4 years, but it can be done with careful planning or a summer program. Talk to your advisor if you are interested – remember, the earlier the better. There is also the option to student teach abroad as a senior – you will spend two months in another country teaching at an English-speaking school, and two months afterwards student teaching near TCNJ. More information can be found at this website:

<http://www.tcnj.edu/~educat/globalteaching/index.html>.

*-Jess Hoenig, senior*

## Campus Life

TCNJ Student Handbook: <http://www.tcnj.edu/~sa/handbook/index.html>

- Meal Equiv. is one of the best (and my personal favorite) options for lunch. For students with a meal plan, you can redeem Meal Equiv. once a day from 11:00 to 1:30 at the Library Cafe, the Rat, or the cafeteria in the Student Center. This gets you **a little over \$6.00 (it tends to change every year)** off whatever your meal cost you. All you have to do is tell the cashier that you want Meal Equiv. when you pay. This is a great way to save points throughout the year.
- CUB (College Union Board) sponsors trips on weekends to a lot of different places. Some trips last year included days in Belmar and New Hope, trips into New York, Philadelphia, Washington, D.C., Boston, and Baltimore, buses to the movies, Broadway shows, and a day at Six Flags. These trips are very fun and they give you a chance to meet new people. *(Day trips, except for performances and shows, are almost always free with a reservation of your seat for \$5 or \$10, which you get back on the bus! You can also go with your floor or your friends – whoever can and wants to go. CUB also brings concerts and comedy shows to campus. You can find out more at their website: <http://tcnjcub.com/>).*
- Be open-minded. Take a walk around campus and explore. Utilize everything that the school makes available to you. Ask around. There are many helpful programs and events that you may otherwise miss and that could lead to a much more fulfilling campus life.

–Colin Hyland, junior

An important thing to remember about college life is that flexibility is a virtue. TCNJ is fortunately a school with a very vibrant on-campus environment, so there's always something out there from pretty much any angle you can name for you to do. Try and challenge yourself by joining one club you never before thought of joining after you arrive at TCNJ. Oftentimes the best experiences in life are those that are not planned or anticipated.

Student Organizations at TCNJ: <http://www.tcnjstudentactivities.com/organizations-a-z/>

–Noah Franc, senior

Keep in mind and investigate such student organizations that are of particular pertinence to History Majors such as CESMES (Central Eurasian and Middle East Studies Association), ASA (Asian Studies Association), and others.

*Go to the events that sound interesting to you; people from all over the world are invited to give talks, lectures, and performances at TCNJ. You'll be glad you went! You will get an email every week called "This Week at TCNJ," which will make you aware of what's going on. Facebook can also help you stay in the loop – though I'm sure you've figured that out already– CUB and other organizations create events and invite people who have friended them, and others in the TCNJ*

*network. That's often how I personally find out about trips and fundraisers. Some people say that we are a suitcase school, but the truth is, there are PLENTY of people who stay on the weekends – and there is plenty to do, too. Don't miss out!*

### What is Phi Alpha Theta?

Phi Alpha Theta (PAT) is the national history honors society, and TCNJ's chapter is Tau Psi. We typically meet once a month. To be inducted into our chapter as a member, you must

- Be in the top 35% of your undergraduate class
- Have at least 12 semester hours in History (3 courses or be at least a second semester sophomore – inductions are in the spring)
- Have an overall GPA of 3.3

However, we **highly encourage** the participation of underclassmen and non-members, and hope that you will come to our meetings and events!

TCNJ chapter website: <http://www.tcnj.edu/~history/phialphatheta/index.html>

Official website: <http://phialphatheta.org/>

Elections currently take place at the end of the spring semester. Any member can run. For the 2011-2012 school year, the executive board is as follows:

President: Jessica Klama

Vice President: Jessica Hoenig

Secretary: Carly Miller

Treasurer: MJ Dempsey

#### Here's what we do:

Professor Bowl - a night when professors come to the meeting and play Jeopardy with the students - this is our most popular event and we try to hold it every semester. It's a great chance to spend time with your professors outside of class. It gets pretty competitive!

We publicize Phi Alpha Theta conferences. There is one in January 2012 in Disney World - the biennial national convention. Some of our members have also attended regional conferences. Once you write a research paper at TCNJ, you can submit it to a conference for consideration.

PAT works on a community service project for the year. For the 2010-2011 school year, we raised money for the Mwana Trust in Zimbabwe through donations, t-shirt sales, and a Cheeburger, Cheeburger fundraiser. We hope to continue our fundraiser in the Fall 2011 semester and possibly start another one.

At meetings, PAT holds special sessions and panels, for subjects such as study abroad, careers (with alumni in attendance) in history, and internships. **We highly encourage any and all history majors and minors to attend – these sessions can help everyone!** Look for us at the beginning of the semester, when we'll come into your World History 1 classes. We look forward to meeting you!

*-Jess Hoenig, senior*