A GUIDE TO

RESEARCH

IN THE 21ST CENTURY

This document supports the Kansas Curricular Standards for Communication Arts in the areas of research and technology.

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Dedicated to our students
in hopes that our efforts to
develop standards will
help them to see ways to
develop their own.

NCTE
Table of Contents

Introduction and Overview .................................................................................. 3
Purpose and Objectives .......................................................................................... 4
Beginning the Process ............................................................................................ 5
Creating the Works Cited ....................................................................................... 6
   Books .................................................................................................................. 7
   Periodicals ......................................................................................................... 10
   Electronic Sources ............................................................................................. 12
   Miscellaneous .................................................................................................... 15
   AHS / BCC Resources ....................................................................................... 16
   Online Resources ............................................................................................... 17
      Internet access to the following periodical databases
         FirstSearch
      Online Databases ........................................................................................... 17
         ProQuest Direct ............................................................................................ 18
         SearchBank Periodical and Newspaper Databases .................................... 18
         Online Card Catalogs .................................................................................. 18
      Circulation Policy Materials Checkout Fine Per Day ..................................... 18
      Library Hours ............................................................................................... 18
      Summer Hours ............................................................................................... 18
Using a Note-Taking System ............................................................................... 19
Constructing a Topic Outline ................................................................................. 20
Writing a Preliminary Thesis Statement ............................................................... 21
Avoiding Plagiarism ............................................................................................... 22
Citing Sources in the Text ..................................................................................... 25
Streamlining Parenthetical References ............................................................... 27
Research Contract ................................................................................................. 29
Presenting the Final Draft ..................................................................................... 30
Introduction

If you approach the research assignment following the guidelines stated in this manual, you should be confident of success. This manual follows the style recommended by the Modern Language Association (MLA), in the *MLA Handbook for Writers of Research Papers, Seventh Edition*.

In the English classes at AHS, this guide is the definitive authority for all issues regarding style and form.

Overview of the Process
Producing the Research Paper

1. Beginning the Process
   - Select and limit the topic
   - Develop a working strategy
   - Prepare a working bibliography

2. Creating a Works Cited
   - Books
   - Periodicals
   - Electronic Sources
   - Miscellaneous Sources
   - AHS/BCC Resources

3. Using a Note-Taking System
   - Paraphrase
   - Quotation

4. Constructing a Topic Outline

5. Writing a Preliminary Thesis

6. Avoiding Plagiarism
   - Guarantees against plagiarism
   - Examples
   - Research contract

7. Citing Sources in the Text

8. Streamlining Parenthetical References

9. Typing the Final Draft
   - Mental Illness
   - Italian Campaign
4 Introduction

Purpose

The purpose of the research unit is to enable students to think critically and to actively engage in researching, analyzing, evaluating, and writing.

Objectives

1. To enable students to obtain and process information using databases and other library resources.

2. To enable students to focus on an appropriately narrowed topic.

3. To enable students to adopt a practical system for note-taking.

4. To enable students to write thoughtful, unified, and coherent papers.

5. To enable students to use the Modern Language Association (MLA) format.

6. To enhance students' confidence in completing a long-term, sequential project.
Beginning the Process

Select and Limit the Subject

1. Read widely about your subject in order to narrow your topic.
2. Explore a variety of sources which may include books, periodicals, and electronic sources.
3. Formulate a research question which will lead you to your thesis. The purpose of the research question is to help you decide what information is important. In addition, you may ask yourself the reporter’s who, what, why, how, and when questions.
4. Narrow the focus of your subject so it can be covered in the assigned length.
5. Obtain approval of the subject before you do further research.

Develop a Working Strategy

1. Consider the following questions:
   a. Given the assignment due date, how much time can you spend finding materials?
   b. How current do the materials need to be?
   c. How many sources do you need?
   d. What types of sources do you need?
2. Find useful terms, phrases, or keywords related to your topic. Many databases have a thesaurus of keywords, or you can consult a print thesaurus for other options. You may want to use words such as and, or, and not to help you either broaden or narrow the search.

   AND Use this to get listing that include two terms.
   i.e. comedy and literature
   OR Use this to find items containing either term.
   i.e. plays or poetry
   Not Use this to eliminate irrelevant terms.
   i.e. plays not novels
   AND NOT Use this to combine some related topics and eliminate others.
   i.e. drama and poetry not novels
6 Works Cited

Prepare a Working Bibliography

1. Access books, periodicals, and online sources.
2. Consult resources in the community by communicating with people who can add to your knowledge, and by collecting first-hand information.
3. Note if the source is primary or secondary. Primary sources include writings by the original author, such as novels or autobiographies (but not, for example, biographies about that person); surveys, studies, speeches or interviews that you conduct; any creative work by the original author (poems, plays, art forms such as pictures and sculpture, etc.); and first-hand accounts of events. Anything that is not primary source is a secondary.

Creating the Works Cited

1. The following is a list of the types of sources available to you:
   - Books
   - Periodicals
   - Electronic Sources
   - Miscellaneous Sources
   - AHS/BCC Resources

2. All sources should be listed together and alphabetized according to author’s last name, using the letter by letter system.

3. If the author’s name is unknown, alphabetize by title, ignoring any initial A, An, or The.

4. If you are required to write an annotated bibliography, begin with the appropriate works cited and add descriptive and/or evaluative comments on each of the sources.
Books

One Author

Two Authors

Three Authors

Four or More Authors

Editor
8 Works Cited

An Edition other than First

Corporate Author/ Pamphlets

Anonymous Author

Bible

Encyclopedia

Multivolume Work

Anthology

Introduction, Preface, Foreword, or Afterward

Literary Criticism (with cross-referencing)


**Original Publication Quoted in a Magazine**

**Original Publication Quoted in a Book**

**Editors’ note**
Periodicals

Magazine (published ever one to two weeks)

Two Authors

Three Authors

Four or More Authors
Anonymous Articles

Scholarly Journal Article

Newspaper Article

Magazine Editorial

Newspaper Editorial

Review
Electronic Sources

Citing Electronic Sources

The guiding principle in citing a source from the internet is to provide enough information on the source so that the reader may locate the source. Also, include the date you accessed the site to indicate when the information was available.

According to the MLA Web site, the following items should be included if they are available:

1. Name of the author, editor, compiler, or translator of the source (if available and relevant), reversed for alphabetizing and followed by and abbreviation, such as ed., if appropriate

2. Title of a poem, short story, article, or similar short work within a scholarly project, database, or periodical (in quotation marks); or title of a posting to a discussion list or forum (taken from the subject line and put in quotation marks), followed by the description Online posting

3. Title of book (underlined)

4. Name of editor, compiler, or translator of the text (if relevant and if not cited earlier), preceded by the appropriate abbreviation, such as ed.

5. Publication information for any print version of the source

6. Title of the scholarly project, database, periodical, or professional or personal site (underlined); or, for a professional or personal site with no title, a description such as Home Page

7. Name of the editor of the scholarly project or database (if available)

8. Version number of the source (if not part of the title) or, for a journal, the volume number, issue number, or other identifying number

9. Date of electronic publication, of the latest update or of posting
10. For a work from a subscription service, the name of the service and – if a library is the subscriber—the name and city and state abbreviation(if necessary), of the library.

11. For a posting to a discussion list or forum, the name of the list or forum

12. The number range or total number of pages, paragraphs, or other sections, if they are numbered (Standard abbreviations—p., par., sec.)

13. Name of any institution or organization sponsoring or associated with the Web site

14. Date when the researcher accessed the source

15. Electronic address, or URL, of the source (in angle brackets); or, for a subscription service, the URL of the service’s main page (if known) or the key word assigned by the service

Examples:

**Scholarly Project**

**Professional Site**

**Personal Site**

**Book**
Poem

Article in a Reference Database

Article in a Journal

Article in a Magazine

Work from a Subscription Service


Posting to a Discussion List

From the Modern Language Association (MLA) http://www.mla.org/style/sources/htm
Miscellaneous Sources

Facts on File

Filmstrip

Interviews

Bowens, Charlie. Personal interview. 4 March 1998.

Speeches

Television and Radio Programs

Videos
ProQuest: Periodical

ProQuest: Newspaper

Electric Library: Newspaper

Electric Library: Newspaper

Electric Library: Radio/TV transcript

Electric Library: Picture

Electric Library: Map

SearchBank: Periodical

FirstSearch: Periodical

FirstSearch: Abstract
ONLINE RESOURCES
Andover High School and Butler County Community College

Available to Students, Faculty, Staff, and the Community

1744 N. Andover Road  Andover, KS 67002 Phone: 733-3679
e-mail andover1@fn.net  Web Site: www.andoverks.com/ahs
Andover Library Web Page: www.andoverks.com/andoverlibrary

AHS/BCCC Library Web Page
Look online for almanacs, encyclopedias, dictionaries, statistical information, topic guides, and how to search, evaluate web sites and cite sources.

Link directly to quality web sites related to government, health, science, education, the humanities and many other subject areas, selected by the library staff in cooperation with the faculty.

FirstSearch Online Databases
8 Databases including:

- Article 1st
- Contents 1st
  (lists table of contents of selected journal)
- ERIC
  (education articles)
- MEDLINE
  (periodical abstracts)
- ABI Inform
  (business articles)
- World Almanac
- Wilson Select

Internet access to the following periodical databases:

- Proquest
- Electric Library
- SearchBank
- FirstSearch

All have full text of magazines, journals, and newspapers.

Obtain passwords from circulation desk.

ProQuest Direct

- Over 2,000 periodical titles
- Coverage since 1982
- Over 75 newspapers
- World Book Encyclopedia
### SearchBank Periodical and Newspaper Databases

- 4 Databases
  - Expanded Academic
  - Business and Company
  - Health Reference Center
  - Computer Database

- Electric Library
  - Magazines
  - Newspapers
  - Radio/TV transcripts
  - Excerpts from books
    (All full text)

### Online Card Catalogs

- Winnebago (not available on the Internet)
- Andover Library Holdings
  - Books
  - Vertical Files
  - Videos
- Library Holdings for all Kansas Libraries
  - Books
  - Videos
  - Audio Cassettes
  - CDs
  - Periodicals
- Kansas Library Catalog
  To acquire any of these materials from other KS Libraries ask at the circulation desk.

### Circulation Policy

<table>
<thead>
<tr>
<th>Materials</th>
<th>Checkout Period</th>
<th>Fine per day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books</td>
<td>3 weeks</td>
<td>$0.05</td>
</tr>
<tr>
<td>Magazines</td>
<td>1 week</td>
<td>$0.05</td>
</tr>
<tr>
<td>Vertical Files</td>
<td>1 week</td>
<td>$0.05</td>
</tr>
<tr>
<td>Video</td>
<td>2 days</td>
<td>$0.25</td>
</tr>
</tbody>
</table>

$30.00 Replacement Cost on each item

### Library hours

- **Mon.-Thurs.** 7:30 AM-9:00 PM
- **Friday** 7:30 AM-4:00 PM
- **Saturday** 10:00 AM- 2:00 PM
- **Sunday** 1:00 PM-5:00 PM

- Check school calendar for special closings or special hours.

### Library phone

733-3679

### Summer hours

- **Mon.-Thurs.** 8:00 AM-8:00 PM
- **Friday** 8:00 AM-1:00 PM
- **Saturday/Sunday** CLOSED
As you begin detailed research in preparation for writing a paper, you need an effective system to organize your work. One organizational method involves the use of index cards to record notes, including summaries, quotations, and paraphrases.

It is helpful to classify notes by heading each card with a phrase (sometimes called a “slug”) indicating the corresponding section of your organizational plan. Each notecard should specify the source and the page numbers on which the original information appears.

Example notecards:

- **Slug**: Al Capone’s power in Chicago
  - **Paraphrase**: Capone built one of the most powerful syndicates ever to exist in Chicago. He was an effective manager, keeping power by doing favors for both criminals and non-criminals. He became immune from the law by creating a close relationship with city politicians.
  
  (Smith 40)

- **Slug**: Al Capone’s power in Chicago
  - **Quotation**: “At the height of his career, Capone actually controlled Chicago and could do whatever he wanted.”
  - **Comment**

  (Roy 29)
Constructing a Topic Outline

A topic outline is a plan of organization that divides your topic into major units marked by Roman numerals and minor units marked by capital letters. If you make any division in your outline, you must have at least two parts. You cannot divide something into one. Outlines conforming to the MLA style are always double-spaced.

Sample Outline

Automobiles

Thesis Statement: The two major American automotive manufacturers, General Motors and Ford, produce a variety of vehicles for value conscious consumers.

I. Ford

   A. Cars

      1. Full-size

         a. Taurus

            (1) Sedan

               (a) GS

               (b) LS

            (2) Station Wagon

         b. Crown Victoria

      2. Compact

   B. Trucks

II. General Motors
Writing a Preliminary Thesis Statement

To help isolate those aspects of the subject you wish to investigate, you need to write a preliminary thesis statement, a one-sentence statement, not a question, that formulates both your topic and your point of view. To create a thesis statement, you must do the following:

1. Identify the narrowed topic.
2. Present the position to be taken about the topic.

A thesis statement is actually your response to questions you ask yourself about such a topic, questions of particular concern to you. A preliminary thesis statement is just that—preliminary; you can always modify it, shift the focus, or alter the position it advocates if your research does not substantiate the original position.

How do you generate the questions about your topic? Most frequently these questions come from your own experience and curiosity. For example, if your topic were about solar energy as the power source for water heaters in New England homes, you might ask some of the following questions:

- Is solar energy practical, especially considering the unpredictable weather in New England?
- Will solar energy equipment be dependable?
- What are the differences between active and passive solar systems?
- Can a home owner reasonably expect to save money? How much? How soon?
- Are tax write-offs available for people who install solar energy systems in their homes?
- Are all parts of the solar energy systems (specifically storage cells) that are currently available suitable for New England?
- Is conversion from another system financially sound or is solar heat reasonable only for new homes?

Your response to one or more of these questions will help form your thesis statement. You could generate any of these preliminary thesis statements for the narrowed topic about solar energy:

1. Solar energy will provide a dependable, practical power source at significant cost savings when used for water heaters in New England homes.
2. The cost of the equipment, installation, and the lack of effective storage facilities make the use of solar energy impractical as a source for water heaters in New England homes.
3. Solar energy is a practical alternative to conventional energy sources for water heaters in New England homes.
“Plagiarism is the act of using another person’s ideas or expressions in your writing without acknowledging the source” (Freedman 21). In other words, to give the impression that you have thought or written something you actually read somewhere is plagiarism. In order to avoid being guilty of plagiarizing, you must give credit to the author (Freedman 21).

This act is unethical, unprofessional, and illegal. Those found guilty of this offense may receive a fine or even lose their job.

The works cited entry will appear as follows:


**Guarantees Against Plagiarism**

Use these steps to prevent your work from including plagiarism.

1. Record bibliographic data for all sources you consult include all sources in your final list of works cited.
2. Take thorough notes and record sources and page numbers conscientiously.
3. Put notes in your own words, using your own sentence and paragraph structures. Do not borrow the original’s word choices or phrasing.
4. Use quotations only when the original wording is unusually effective, vivid or important for some other reason. Designate quotations with quotation marks that you cannot miss.
5. Review your own writing with an ear for word choices, phrases, and sentences that do not “sound like you.” Revise with your own style.
6. Review your own writing for content that is neither original nor common knowledge, and document appropriately.
7. When necessary, check all sources again for information to present adequate documentation.
8. When you have completed all of this, relax and assume that plagiarism is not a problem in your paper.

Source: The Center for Learning, Research 2
The following is a detailed example:

**ORIGINAL PASSAGE**

In 1925 Dreiser produced his masterpiece, massively impressive An American Tragedy. By this time – thanks largely to the tireless propagandizing on his behalf by the influential maverick critic H.L. Mencken and by others concerned with a realistic approach to the problems of American life – Dreiser’s fame had become secure. He was seen as the most powerful and effective of the genteel tradition that had dominated popular American fiction in the post-civil War period, spreading its soft blanket of provincial, sentimental romance over the often ugly realities of life in modern, industrialized, urban America. Certainly there was nothing genteel about Dreiser, either as a man or novelist. He was the supreme poet of the squalid, a man who felt the terror, the pity, and the beauty underlying the American dream. With an eye at once ruthless and compassionate, he say tragedy inherent in the American success ethic; the soft underbelly, as it were, of the Horatio Alger rags-to-riches myth to appealing to the American imagination.

**STUDENT VERSION #1.**

There was nothing genteel about Dreiser, either as a man or novelist. He was the supreme poet of the squalid, a man who felt the terror, the pity, the beauty, underlying the American dream.

**Comment:**

Obvious plagiarism: word-for-word repetition without acknowledgment.

**STUDENT VERSION #2.**

There was nothing genteel about Dreiser as a man or novelist. He was the supreme poet of squalid, a man who felt the terror, the pity, the beauty underlying the American dream (Freedman 104).

**Comment:**

Still plagiarism. The footnote alone does not help. The language is the original author’s and only quotation marks around the whole passage plus a citation would be correct.
STUDENT VERSION #3:

“Certainly there was nothing genteel about Dreiser, either as a man or novelist. He was the supreme poet of squalid, a man who felt the terror, the pity, the beauty underlying the American dream” (Freedman 104).

Comment:

Correct. The quotation marks acknowledge the words of the original writer. The documentation is also needed, of course, to give the reader information about the source of the quote.

STUDENT VERSION #4:

By 1925, Dreiser’s reputation was established. The reading public viewed Dreiser as one of the main contributors to the downfall of the “genteel tradition” in American literature. Dreiser, “The supreme poet of the squalid,” looked beneath the bright surface of American life and values and described the frightening and tragic elements, the “ugly realities,” so often overlooked by other writers (Freedman 104).

Comment:

Correct. The student writer uses her own words to summarize most of the original passage. The documentation shows that the ideas expressed come from the original writer, not the student. The few phrases kept from the original passage are carefully enclosed in quotation marks.
Citing Sources in the Text

Using the parenthetical reference system, you put specific documentation information in parentheses in the text of your paper. At the end of your research paper is a Works Cited that lists all the sources for which there is documentation in your paper. When readers combine the information in parentheses in the text of your paper with the full bibliographic information on the Works Cited list, they have the data that they need to locate the source and find the specific portion you used. Unless you use the author’s or editor’s name in the preceding sentence, the citation must include the author’s name and page number.

Paraphrasing is using someone else’s ideas rather than actually quoting their words. For example, readers might find this passage in your paper:

At least one western authority believes too many skiers in the eastern United States are unaware of the beauties and challenges that are available in the southwest corner of Colorado (Edwards 34).

Readers who want to trace the source information you used need only look for the author (Edwards) on your Works Cited page; there they would find this entry:


Also, your parenthetical reference tells readers that the particular part of the book used for the statement you made is page 34. Thus parenthetical documentation depends upon the interaction of the parenthetical references in the text and the bibliographic listing at the end of the paper. The parenthetical reference gives the precise location for source material while the Works Cited list gives full documentation of data.

Citations: Basic Forms

Work with One Author: Last name and page number
(Brown 281)
Work with Two Authors: Both names and page number
(Wesson and Jones 117)

Work with Three Authors: All names and page number
(Stockton, Avery, and Beal 63)

Work with Four or More Authors: First author’s name and “et al.”
(Steinem et al. 92-93)

Work with Group as Author: List group as author
(President’s Commission on Energy 315)

Work Listed by Title: List title or reasonably shortened version of it
A Short Study of Linguistics for Beginners might be shortened to
(Short Study of Linguistics 53)

Single Volume Work: List author and page number
(Mathews 65-66)

Multivolume Work: List author and page number
(Martin 2: 65-66)

Multiple Works for Same Author(s): List author, title or shortened version, and page number:
(Pierce, Amateur Golfing 27)

Entire Work (such as translation of play): List only translator
(Brown)

Indirect Reference (a source that quotes the original): List source and page
(qtd. In Armstrong 13)

Electronic Source Reference: List last name only-no page number is required).
(Jackson) (Morgan)

Note: Streamlining might be preferable in many of the above examples.
Streamlining Parenthetical References

The idea behind parenthetical referencing is to keep the information within the parentheses as short as possible so readers are not distracted. You accomplish this by streamlining, or giving part or all of the needed reference in the introduction to the borrowed material. If the introduction contains the name of a book’s author, then the parentheses might need only the page reference:

Brown notes General Grant’s occasional impatience with the progress of the Attrition campaign in 1864 (281).

Because Brown’s name is used in the introduction to the material from his book, the parenthetical reference needs only the page reference.

Streamlining is especially useful in lessening the interruption of the parenthetical reference in the case where your Work Cited list contains several works by the same author and you refer to one of those works. Without streamlining, a reference might look like this:

Although the Battle of the Crater, for which Union coal miners tunneled under the confederate fortification lines near Petersburg, captures our imagination today, as it has been labeled a bloody tactical blunder because of the cost in lives (Winchester, Civil War after Gettysburg 314).

The version below streamlines that long parenthetical reference for a much smoother entry:

Although the Battle of the Crater, for which Union coal miners tunneled under the Confederate fortification lines near Petersburg, captures our imagination today, in Civil War after Gettysburg, Winchester labels it a bloody tactical blunder because of the cost in lives (314).

While streamlining can reduce the interruption of parenthetical references, it does not permit omission of required material.

Placement in Text
Parenthetical references should be placed as close as reasonably possible after the end of the material you are documenting, but always at the end of a clause or phrase so the
reference does not intrude. Normally, the parenthetical reference can be placed at the end of a sentence. With this in mind, there are four general guidelines regarding placement:

1. **Always place the parenthetical references before the punctuation mark that ends the sentence, clause, or phrase in the material you are documenting.**

   Brown asserts that General Grant’s “inability to remain patient with the pace of attrition campaign: led to the horrendous Union losses in a mere half hour at Cold Harbor, Virginia (281).

2. **Do not delay the parenthetical reference until the end of the sentence if readers could be confused about what material the reference documents.**

   Although Brown notes Grant’s occasional impatience with the progress of his attrition campaign in 1864 (281), the overall strategy of attrition—Grant against Lee’s army of northern Virginia and Sherman against the southern homeland supply base—brought the Union of victory.

3. **If a quotation ends the sentence, clause, or phrase, place the parenthetical reference between the ending quotation marks and the punctuation for the sentence, clause, or phrase.**

   The Union losses at Cold Harbor, Virginia can be attributed to General Grant’s “inability to remain patient with the pace of his attrition campaign” (Brown 281).

4. **For a lengthy quotation (more than four typed lines), precede the quotation with a colon. The double-space, indent ten spaces, and type the quotation using no quotation marks. Continue to indent ten spaces until you have finished typing the quote. Place the mark of punctuation before the parenthetical documentation.**

   At the Conclusion of *Lord of the Flies*, Golding reveals the horror that Ralph and the other boys feel as a result of their actions:

   The tears began to flow and sobs shook him. He gave himself up to them for the first time on the island; great, shuddering spasms of grief that seemed to wrench his whole body. His voice rose under the black smoke before the burning wreckage of the island. (186)
Research Contract

I understand the concept of plagiarism includes:

- Copying another person’s paper
- Copying an author’s exact words without quotation marks
- Paraphrasing another person’s ideas without proper documentation

I understand that the consequences of plagiarism, regardless of when it is discovered, include loss of credit for the paper.

I, ________________, will not plagiarize any part of my research document.

Signature __________________

Date _________________
PRESENTING THE FINAL DRAFT

Sample Paper in MLA Style

1. Mental Illness: A Brief History of Early Treatment and the Identification of the Dominant Illnesses

Jamie Buckley used both conventional sources and internet sources. In addition, she used both parenthetic documentation and streamlining.

2. The Italian Campaign

Valentina Cardona has several examples of parenthetical documentation for electronic sources as well as multisourcing.

A Note About Underlining and Italics

The authors of the sample paper used italics rather than underlining. You should check your instructor’s preference. Whichever method is preferred should be used throughout the entire paper. Consistency is important.
Mental Illness: A Brief History of Early Treatment and the Identification of the Dominant Illnesses

Mental illnesses are brain disorders that affect thoughts, feelings, and behavior. Among the most serious are major depression, bipolar disorder, and schizophrenia. Affecting the lives of five million people in the United States alone, these illnesses are extremely debilitating.

Gerald N. Grob, Henry E. Sigerist Professor of the history of Medicine at Rutgers University, is considered the most knowledgeable historian on the care of the mentally ill. He recounts early studies of mentally ill in England where such illnesses were believed to be caused by supernatural and astrological events. In particular, he refers to Robert Burton’s *Anatomy of Melancholy*, 1621, which is a “compendium that incorporated beliefs and concepts drawn from a millennium of experience” (Grob 8). Disease was explained in general terms as an imbalance of one of four humors: blood, black bile, yellow bile, and phlegm. To rebalance the humors, patients were bled or purged (7). These are the same humors through which many British writers attributed personality quirks to their characters (Garton).

In 1798, Phillipppe Pinel, of France, began studying the behavioral problems of the mentally ill using the same methods as those used in natural history (Grob 26). From his studies, Pinel concluded that, in order to achieve maximum results from therapy, it was necessary to control all aspects of a patient’s life. Thus, the first asylum was opened. “In such and institution, the regimen could be employed in ways that would persuade patients to internalize the behavior and values of normal society and thus promote recovery”(27). However, time revealed many
institutionalized patients felt they had lost all personal freedom. They suffered from abuse, neglect, and isolation. Furthermore, they were discriminated against according to the informal class system that had developed (86-88). Unfortunately, communities used asylums as poorhouses and prisons, as well as hospitals for the mentally ill. As asylums filled, the overflow were usually placed in jail.

In the late 1700’s at the Public Hospital of Williamsburg, Virginia, later known as the Virginia Eastern Asylum, patients received inadequate treatment and care (Zwelling 10). At the hospital, the day began at dawn when the “lunatics” were cleaned and fed. During the day, patients could either stay in their cell or go to the public room. Usually nothing was done these rooms; patients simply sat in silence. Meals were eaten in isolation, without utensils. The doctors believed that patients preferred the solitude. At night they were locked into their cell-like rooms, and the hospital staff left until morning (25).

At the Williamsburg hospital, the patients were divided into two groups. Mania was violent, frenzied behavior, while melancholia was characterized by a depressed and listless attitude (Zwelling 13). In spite of the differences, all patients were treated in the same manner. Drugs, blistering ointments, bleeding, water therapy, and electric shock were used as treatments of the mentally ill (13). Drugs were used either as sedative or stimulants. Often blood vessels restricted as a result of the medication, causing minor heart attacks. To restrain dangerous patients, doctors bound them to chairs, forced them to wear shackles, chained them to posts, or placed them in straight jackets. If these techniques were unsuccessful, patients were placed in dunking chairs and submerged under either very hot or very cold water (14-15).
In 1795, John Galt became the director of the hospital. He believed patients would benefit from taking part in various activities and said the mind would be “silently withdrawn from its delusions.” The activities included spinning and farming (Zwelling 30). Galt’s opinion of the mentally ill changed the entire community’s outlook. He said, “[T]he insane were to be treated well because the were different in degree, but not in kind”(36).

In a Massachusetts jail, the Reverend Louis Dwight, an agent of the American Bible Society who gave Bibles to inmates, was shocked by what he saw. Dwight described an inmate who had been in the same cell for nine years:

He had a wreath of rags around his body, and another around his neck. This was all his clothing. He had no bed, chair, or bench. Two or three rough planks were strowed [sic] around the room: a heap of filthy straw, like the nest of swine, was in the corner. He had built a bird’s nest of mud in the iron gate of his den. Connected with his wretched apartment was a dark dungeon, having no orifice for the admission of light, heat, or air, except the iron door, about 2 ½ feet square, opening into it from his prison. The wretched lunatic was indulging [in] some delusive expectations of being soon released from this wretched abode. (qtd. Grob 44)

Dwight’s description, of which this is typical, stirred action. In response, the efforts of educational reformer Horace Mann enabled the Massachusetts Legislature to provide funding for a new state hospital which opened in 1833 under the leadership of Samuel B. Woodward (Grob 44-45). The example in Massachusetts provided a model for providing restorative and effective therapy.
In 1844, the American Psychiatric Association was founded in order to research mental illness (Nolls 13). Almost a century later, in 1946, Congress passed the National Mental Health Act. Because of this, the National Institute of Mental Health (NIMH) was founded. NIMH has greatly contributed to the information known about various kinds of mental illness and the treatments (220).

Currently, numerous kinds of mental illness can be diagnosed and treated with varying degrees of success. Among the most common are depression, bipolar disorder, and schizophrenia. “Depression is an emotional disturbance that involves depressed mood and loss of interest or pleasure in nearly all activities” (Marsh and Dickens 27). Various types of depression include major, chronic, manic, atypical, and unipolar. Depression may be caused by childhood trauma, stressful events, and genetic defects (Depression 1995). According to the U.S. Department of Health and human Services statistics, 25% of women, 12.5% of men, and 20% of teens suffer from depression at least once. Depression in teens is also linked to “poor school performance, truancy, alcohol, running away, and suicide.” In the last decade the teen depression rate has increased 2--%. Maurice Blackman, professor and director of child and adolescent psychiatry at the University of Alberta Hospital, Edmonton, Alberta, Canada, believes this is caused by the increased pressure to do well in school, peer pressure, and stress. Of the 17 million, or 7%, of the Americans who are depressed, only one third seek treatment. Of those treated, 80-90% recover fully (Kiester and Valente 182).

Major or clinical depression is not the “blues.” It is severe and long lasting and is caused by chemical imbalances of the brain (Keister and Valente 182). Symptoms include constant thoughts of death or suicide, lack of energy, delusional thoughts, hallucinations, and changes in
Buckley 5

sleep, diet, and daily routines (Marsh and Dickens 27). Treatment is important. The chance of another episode occurring increases every time one goes untreated (Kiester and Valente 182). Therapy is generally used to treat depression. Psychodynamic psychotherapy is based on resolving childhood issues, while behavioral therapy teaches patients better ways to act. Correct actions are rewarded and inappropriate actions are punished (Depression 1997). Depression may also be treated with medication that increases the level of serotonin in the brain. “Serotonin is a neurotransmitter (chemical messenger in the brain) important for the prevention of depression” (Grob 208). Zoloft and Prozac are among the more popular drugs used in this treatment today. Occasionally, depression may be treated with electroconvulsive therapy, ECT. Although ECT has received bad press, it is successful in more than 90% of the cases in which it is used. In fact, many experts believe it is safer and more effective than other therapies (Depression 1995, 7).

Bipolar disorder or manic depression causes extreme mood swings, often in a matter of moments (Marsh and Dickens 17). Manic episodes are characterized by extreme hyperactivity, rapid speech, hallucinations, lack of concentration, and extreme, violent anger. These manic episodes can come suddenly, and for some people, last for months at a time, or in others, for only minutes. They are followed by periods of severe depression (18). Those with manic depression display exaggerated self-esteem, rapid speech, unrelated thoughts, impatience, anger, and violence. During an episode, a person might display bizarre behavior or become threatening. After episodes, the person becomes very hyper, displaying the totally opposite behaviors (Marsh and Dickens 28). The severity of bipolar depression varies from person to person. Some experience only ten episodes in an entire lifetime, while others may have ten in one day. During
manic episodes, school or work becomes nearly impossible (Bipolar Disorder 1996, 2). Bipolar depression can be diagnosed only with therapy.

Because symptoms of bipolar disorder or manic depression involve “an abnormally and persistently elevated, euphoric, or irritable mood,” the mood stabilizing drug lithium is often successful (Marsh and Dickens xxvii). Between 50 and 70% of ill individuals are helped with lithium. Others are helped with anticonvulsant drugs like carbamazepine and valproate (Kahn and Fawcett 75). Psychological support is essential in treating all phases of a bipolar disorder in order to monitor a patient’s condition and to intervene as early as possible when appropriate (Well Connected 1996). Such support enhances patient education and adjustment.

Schizophrenia, another debilitating and long term mental illness, is characterized by “a wide range of cognitive, social, behavioral, and emotional symptoms” which impair education, work, interpersonal relations, and self-care (Marsh and Dickens xxvii). In The Young Adult Chronic Patient, researchers Ryglewicz and Kirschner report the following:

[Dysfunctional young adults] seem to be stuck in the transition to adult life, unable to master the tasks of separation and independence. If we examine the nature of their failures, we find them to be based on more or less severe and chronic pathology: thought disorder; affective disorder; personality disorder and severe deficits in ego functions such as impulse control, reality testing, judgment, modulation of affect, memory, mastery and competence, and integration. In terms of the necessary equipment for community life—the capacity to ensure stress, to work consistently toward realistic goals, to relate to other people comfortably
Buckley 7

over time, to tolerate uncertainty and conflict—these young adults are disabled in a very real and pervasive sense. (qtd. in Grob 297)

This is supported by Marsh and Dickens when they explained that schizophrenics experience a “decline of certain, negative, normal functions,” including apathy, lack of enjoyment in life, inability to express emotions, lack of determination, and hallucinations (26). In the past, physicians believed that manic depression was linked to schizophrenia. However, new studies show the hippocampus, a particular portion of the brain, of a manic depressive is very large, while the hippocampus of a schizophrenic is smaller than normal (Bipolar Disorder 1996, 2). This finding along with further MRI, magnetic resonance imaging, studies are expected to lead to a clearer understanding and more effective treatment of brain disorders.

Therapy, medication, and hospitalization are used to treat schizophrenic patients, because few experience complete remission. Antipsychotic drugs are the basis of treatment, because they give the patient a sense of control and help the patient to feel normal. Trial and error is the only way for psychiatrists to determine which drugs are most effective for each patient. Clozapine and resperidone are significant breakthroughs in the treatment of schizophrenia, but because of potential side effects require constant monitoring which is expensive (Hales and Hales 422). Those who remain ill, remain troubled, with difficult and stressful lives (Marsh and Dickens xvii).

The first step in treating mental illness is accurately diagnosing the problem, often very difficult. Different physicians may perceive the same patient with differing disorders (Marsh and Dickens xxix). Nevertheless, if the mentally ill patient, or his family, is diligent in seeking professional treatment or counseling, his ability to accept his disease and to learn to live with it is
greatly enhanced. It is not unusual for a mentally ill patient to avoid what he most needs.

The second half of the twentieth century has seen mental institutions close as pharmacological treatments have advanced and improved therapy is available. Psychiatrists, pharmacologists, and neuroscientists are working to advance the treatment of brain disorders. To effectively cope with the mentally ill, society must acknowledge the different types and degrees of mental illness. Furthermore, it must realize that problems of substance abuse, poverty, and race exacerbate mental illness (Grob 310). History has shown that therapies and medication along with society’s humane support, the mentally ill can manage to lead productive lives. Society’s sympathy and compassion must rise to the occasion.

New psychiatric medications are correcting chemical imbalances in the brain with far fewer side effects than older drugs. New psychotherapies are using cognitive, interpersonal, behavioral, and other techniques, to produce lasting benefits within weeks or months. The combination of biological and psychological treatments…has proved more helpful for many individuals than either psychotherapy or medication alone.

Most importantly, there is now scientific proof that mental health care can and does help. […]Just as the scientific and therapeutic advances have revolutionized mental health care, changes in attitude have transformed the perspectives of those with mental disorders. […]Providers and consumers of mental health services have joined together to work toward common goals: unraveling the causes of mental disorders, improving treatments, and ultimately finding cures. (Haley and Haley 8-9)
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The Italian Campaign: one step closer to the final victory

“As a result of what he [Churchill] told me about the situation in Italy it is my definite opinion that all resources in the Mediterranean should be put into the campaign in Italy. I further consider that we should now make a definitive decision to cancel Anvil; this will enable the commanders in the Mediterranean theater to devote their whole attention to fighting the Germans in Italy” (qtd. in Strawson 159). In this quote from the General Montgomery right before the launch of the Italian campaign, we can see how, in this decade, the decision to conduct a campaign in Italy was so important. During the same decade, besides this little window of the WWII in the Mediterranean Sea, lots of events could be considered as important as the campaign conduct in Italy, such as battles in the Pacific theater or on the Eastern front, between Russia and Germany. However, I will prove that the Italian campaign significantly impacted the decade of 1940’s. In order to understand the Italian campaign’s impact on the 1940’s, one must examine: the necessary background related to this topic, such as the battle in North Africa and what drove the U.S. to conduct a campaign in the Italian peninsula, details in the Italian Campaign itself, the related decade of the 1940’s, and how the Italian Campaign significantly impacted the decade of the 1940’s.
First, we have to analyze in major details the background of the Italian Campaign, to deeply understand why the U.S. and Great Britain thought this operation was going to be so important for the outcome of Second World War. The main decision came because if Americans and British would have ended passing it, they could have had control over the east-west sea route, so that they could have provided more easily Russia with supplies (Stratton 86). Between January 14 and 24, in 1943, FDR and Churchill, during their meeting in Casablanca, decided to invade Sicily because it was the Axis connection to the Mediterranean Sea; this operation came with the name of *Operation Husky* (Ambrose 32; Kelly 598-601). We know then, that after the Casablanca conference in 1943, when Americans and British leaders agreed to send their forces to invade Sicily, in May Churchill had another meeting with FDR in Washington DC, where they both underlined the importance of invade Italy as soon as possible, so that Italy would have surrendered. FDR and Marshall, on the other side, pointed out that they did not need to send large troops in Italy, because it was not a major enemy; they were expecting the campaign to be quite easy, so that it was going to be just a limited invasion (Salem Press 487). The Allied, by the way, in particular the British troops, had just had a great victory against Germany in El Alamein, North Africa, in October 1942 (Kelly 597). Moreover, I have another major point to highlight: the Allied decided to conduct the campaign in Italy because they needed another front, besides the Eastern front --where Germany was fighting against Russia-- in order to keep the German troops occupied fighting when the Allied were launching the operation *Overlord* (I am referring to the landing of the troops in Normandy, on the Western front of Germany). Since both the British and American troops were already all in the Mediterranean Sea from the campaign in North Africa, the final decision was to conduct the campaign in Italy, starting from the invasion.
of Sicily (Strawson 7-15). The main idea was to occupy Sicily, and then invade Italy knocking the junior Axis partner (Italy) out of the war. The only problem was to find a way to invade a three-cornered island, where the goal was to take Messina, that was too well fortified. So even though Sicily was an obvious objective after the battle in North Africa, and a complete surprise was hardly possible, a bad weather helped the Allies; the British had to invade the eastern coast, the Americans had the south-west, and finally the landing was going to be in the south-east (Matlof). Sicily was invaded on July 1943 (Salem Press 487).

On July 10, 1943 Montgomery, general of British Army, and Patton, general of U.S. 7th Army, invaded Sicily landing near Gela. Colonel Darby, finding resistance, proposed to attack the town to protect the landing, and the American troops definitely succeeded (Ambrose 32). Actually, as presaged in North Africa, poor performance by Italian units left to German reserves the task of repelling the invasion, and that was a sharp counterattack against the American beaches. To speed reinforcements, the Allies on two successive nights flew in American and British paratroopers; but Germany, using antiaircraft gunners, opened the fire against the enemy, where the Americans received severe losses. When the German troops formed a solid block in front of the British along the East coast, Patton decided to expand the 7th Army; and commanded by General Oman N. Bradley, Patton sent provisional corps pushing through Italian opposition to the port of Palermo. In early August they made the final assault to gain Messina, occupying it on August 17, 1943. Germans had had 10,000 casualties, Italians 100,000 (most of them war prisoners), and the Allies 22,000 (Matlof). After the invasion of Sicily, the Allies felt more confident in themselves, thinking that the campaign could have been ended soon (Salem Press 489). The invasion of the peninsula would also have provided airlifts closer to Germany and
Balkans. So Britain, with Montgomery, on September 3, 1943 invaded Italy crossing the Strait of Messina, finding a moderate opposition (Matlof). This first invasion also shacked-up the Italian government, where Mussolini was dismissed, the dictatorship overthrown, and Badoglio nominated as Premier of Italy. Even though Hitler sent German troops to Italy, Badoglio finally decided to surrender, signing the same day, on September 3, 1943. The Allied invaded immediately, landing at Salerno, southeast of Naples (Salem Press 489). After Salerno invasion, Germany started a strong counterattack against the Allies, but the naval gunfire at last repulsed them. Then Germans began to withdraw, the Allied troops took Naples, and Germany thought of pull back in Northern Apennines, but stayed in Rome, with an accurate assessment. Allied started proceeding slowly, mainly because they limited their commitment, until a renewed offensive in October 1943, at Volturno River, 20 miles north of Naples, around the town of Cassino (Matlof). Then on January 22, 1944, Americans landed at Anzio, to break the Gustav line. Just a month later, on February 15, the Allies bombed the Monastery of Monte Cassino, thinking it was a German fortress (Ambrose 34), another key battle in the Gustav line (O’Neill); Monte Cassino will be captured on May 18 (Kelli 598). Same year, on June 5, Rome was liberated, and it was the first capital in Europe that received freedom. By the time the war ended, the Allied armies reached the Austrian border (Ambrose 34), but the Allied had lost 189,000 men in Italy (O’Neill).

Looking through the decade of 1940’s, while some of the American troops were into the middle of the Italian campaign, so many events were happening around the world. On December 8, 1940, Japan attacked Pearl Harbor, an American island; more than 2,400 soldiers died, and
200 planes were destroyed. The day after, December 8, the Congress declared war on Japan, and officially, for the United States of America, World War II started (Kelli 593-594). Successively, on December 11, Hitler declared war against the U.S. (594). The year after, in 1942, Japan captured Philippines, then Malaya Borneo, and Dutch East Indies, and on March 19, after Japanese had been brutal to Allied prisoners, FDR decided to intern Japanese-Americans into concentration camps (595). Still in the same month, Japanese captured 100,000 Dutch, British and Australian troops; after that, in May, we finally have a victory of the U.S. in the Battle of Coral Sea. In June the U.S. succeeded again over Japan in the battle of Midway, and started the famous strategy in the Pacific Sea of the “Island Hopping” (596). Looking at the European theater, in 1940 Stalin started moving into central-eastern Europe to Nazi-Soviet bickering. Then, in June 22, 1941 Hitler ordered an invasion of the Soviet Union. In 1942, on January 1, Soviet Union, U.S., Britain, China and France met to define the goals for the post-war world, and they all agreed to the Atlantic Charter (595). By the end of 1942, after the victory of Britain in El Alamein against Germans, the Allied earned several victories such as Stalingrad by the Soviet Union and Guadalcanal by the U.S (597). While in Italy we see some of the U.S. and British troops in the middle of the battles to break Gustav and Gothic line, in Italy, on June 6, 1944, a day known also as D-Day, Operation Overlord, the landing of the American troops in the coasts of Normandy, successfully started (598-599). On August 25 Paris was finally liberated, but at the end of the same year, December 16, 1944, the Battle of the Bulge started (601-602). While the United States were still fighting in the Battle of Okinawa against Japan, on April 12, 1945 FDR died of a cerebral hemorrhage, and was succeeded by the Vice President Truman, who started leading the country (603-604).
In Europe, after the fall of Berlin on April 16, on May 7, 1945 Germany, finally, surrendered unconditionally; but Japan was still in war. For this reason, on August 6, 1945, the U.S., from the plane Enola Gay (B-29), dropped the first Atomic Bomb on Hiroshima, and on August 9, over Nagasaki. Japan declared unconditional surrender during Potsdam Conference on August 14. The war was over (605-607). After the end of WWII anyway, tensions among the different nations were not ended yet, in particular between U.S. and Soviet Union. We can see in fact how the U.S. from September 29, 1945, started secretly bringing sixteen German scientists, that became a total of 457 by the end of 1948 (Kelli 638-639). Then in August 1949 Soviet Union this time tested is first atomic bomb (641). In Russia Stalin feared the possibility of a renewed German threat on his western frontier; in fact the early Cold war focused on eastern Europe. By 1947, U.S. influence on eastern Europe had slipped away, but fortunately the USSR did not have the military economic capability to take over the world (642-644). In 1947, with the National Security Act, we see the foundation of CIA (Central Intelligence Agency); still in the same year, Truman in the Rio Pact agreed to the organization of the U.S. states in 1948. In the European theater we have the Berlin airlifts crisis between 1947 and 1948, and still on 1948 we have the Brussels Pact of Western European Nation (645-646). Finally, in 1949, the creation of NATO (North Atlantic Treaty Organization) among U.S. , Canada, and 12 western European states (647). This was a decade full of crucial events.

“Perhaps you are disappointed that we have been unable to advance faster and farther, but I realize full well how magnificently you fought among these almost insurmountable obstacles of rocky, trackless mountains, deep snow and in valleys blocked by rivers and mud against a stubborn foe. The results of these past months may not appear spectacular, but you have drawn
into Italy and mauled many of the enemy’s best divisions which he badly needed to stem the
advance of the Russian armies in the east. *Hitler has admitted that his defeats in the east were
generally due to the bitterness of the fighting and his losses in Italy*…blows are about to fall which
will result in the final destruction of the Nazis…To us in Italy has been given the honour to strike
the first blow. We are going to destroy the German armies in Italy” (qtd. in Strawson 161). In this
quote from General Alexander, I can really highlight the importance of the Italian Campaign in
the contest of WWII. In particular, I decided to put in *Italics* the same sentence that the author as
well personally decided to underline: a indirect quote from Hitler that admitted to have lost the
battles against Russia due to some of his troops involved in the Italian Campaign, what a better
example than this? Then here we also have the explanation of why I took so long to fight in a
campaign that was expected to be quite easier: the main enemy was not the German army, even
though they had a well-organized defense, but the Italian territory in which American and British
had to fight, with insurmountable obstacles of rocky, trackless mountains, deep snow and in
valleys blocked by rivers and mud. But clearing all these hard hurdles, we see how the Allied
troops, despite being slowly, were able anyway to advance and keep the attention of a side of
Germany, that would not have worried about anything else besides Russia and Western front.
This is a fundamental quote to prove that the Italian Campaign was completely worth it, and that
keeping some of the German troops occupied on the Mediterranean front instead of West or East,
this campaign was definitely one of the main steps that brought the Allies to the victory of
WWII. Just reviewing the major points, with the Italian Campaign the Allies were able to take
away from Germany one of its major allied, provide supplies to Russia, and finally keep troops
from the Western front where the U.S. were going to
have probably the biggest operation in the whole WWII, one of the last moves that helped them to win: *Operation Overlord*. But we know now that without the Italian Campaign that would have never been possible.

In summary, I can definitely tell that the Italian Campaign was the most important event in the 1940’s. Looking at what happened in the whole decade, we can say that the main events were all rotating around the Second World War, mainly in the European theater. Moreover, after thoughts and indecisions, FDR and Churchill decided in the Casablanca conference that they needed one more front to keep the German troops occupied, and that brought them to the start of the *Operation Husky* in Sicily, beginning then the Italian Campaign, once occupied Messina. And this entire Campaign was what mainly helped the *Operation Overlord* to be successful, when a lot of troops were occupied fighting elsewhere. So I can finally and proudly say that the Italian Campaign was fundamental for the U.S. and all the Allied to win the WWII, and then that it was definitely the event that mostly impacted the decade of the 1940’s. I can definitely and finally tell that I really enjoyed finding so many information and details about events that happened during WWII in my home country that I had never studied so deeply. Now I cleared out so many points, highlighting at first probably the Italian Surrender on September 3, 1943, for which I had not fully understood the causes, without having a clear overview like this. Moreover I enjoyed studying the whole operation from the American point of view; I think that studying and keeping doing researches always helps having a more-opened mind and a deeper knowledge of the topic, feeling more and more comfortable with the subject of study. I honestly found quite a few contradictions in my research, referring to what people were thinking about the significance of the Italian Campaign. It was harder to find arguments that were supporting my
thesis comparing to the ones that were contradicting it, because most of the quotes, for example, were saying how futile it had been to waste all those people compared to the actual help that the Italian Campaign gave to the outcome of WWII. But as we know, of course, it was one of the fundamental events in the whole decade. I started this research without knowing anything about my topic, besides the fact that it was happening in my country, and now I feel really comfortable with it, with the history in particular. But what is more, I feel that this research not only helped me with learning about the actual historical facts, it helped me to develop a new and more efficient way to research, taking notes and using more valuable research engines, and then, finally, how to write a formal research paper. Thinking I was just going to write a normal paper with normal methods of research, I ended learning skills that will help me throughout the rest of my high school and college career, even back in Italy. And to end, just to remind to every single reader, I want to underline how much the Italian Campaign was important for the decade of 1940’s.


