**Writing your Research Paper Outline**

1. **OVERVIEW:**

**Your Official Outline for your Research Paper is due by midnight on Feb 25th and is worth 15 points of your "Research Paper Grade"**

-It should be about 2 pages typed (but can certainly be more).

-It is up to you how much information you include. You can just do key words and bullet points, or you can do full sentences.

-It is up to you if you want to include citations and footnotes yet or not.

-Obviously the more information you write the better your grade.

-Of course your outline can (and probably should) change later after you keep reading more. So just do your best for now.

VERY IMPORTANT POINTS TO REMEMBER: REMEMBER THAT YOU DO NOT HAVE TO HAVE 3 SUPPORTS. THIS IS ONLY A SUGGESTION.

IF YOU DO HAVE 2 OR 3 SUPPORTS THEN YOUR 3 SUPPORTS MUST GET MORE AND MORE SPECIFIC IN FOCUS!!! DO NOT HAVE 3 GENERAL SUPPORTS JUST TO HAVE 3 SUPPORTS. YOUR 3 SUPPORTS SHOULD GET MORE AND MORE SPECIFIC IN FOCUS. MAYBE YOUR 3RD SUPPORT CAN JUST BE A VERY DETAILED ANALYSIS OF ONE SPECIFIC EXAMPLE.

1. **Sample A+ student outline from last year:**

**Here is a student’s outline from last year that got An A+ grade. She did her paper on how Japanese Americans resisted internment during World War II. You can see her first support is about legal resistance, her second support is about cultural resistance, and her third support is about political and military resistance.**

A+ Student Outline

How did Japanese Americans show resistance in Japanese Internment Camps?

1. Introduction:

* Background information
  + Why Who Where When Why
    - Anti immigrant
    - Pearl harbor bombing
    - accused of being spies, and sabotaging the US
    - Made JA move out of homes
    - Had to abandon everything and move to camps
    - Internment camps 10 camps
    - Anyone of Japanese descent
    - Even American citizens 120,000 JA
* Academic Debate
  + Most historians agree no reason for camps
  + Most historians focus on difficulties for Japanese-Americans
  + Need for more histories on how Japanese-Americans resisted successfully
* My THESIS
  + Japanese Americans proved themselves the true Americans through fighting creatively and successfuly for equal rights in legal, political, and cultural ressitance

II. 1st  Support: LEGAL RESISTANCE

* Fred Korematsu
  + Dec 18 1944
  + Man who went against JA laws
  + Transformed himself to be white, got eye surgery
  + Changed name to Clyde Sarah
  + Ended up getting caught and arrested
  + Bail was paid but he wasn’t released
  + Supreme court case where the constitutionality of executive order 9066 was considered
* Executive order 9066
  + gave the military authority to exclude Japanese citizens from critical areas
* Result
  + Court ruled against him
  + The need to protect against espionage outweighed Korematsu’s rights
* Reopening the case
  + found that government’s legal team had destroyed evidence form gov intelligence agencies reporting that JA posed no threat to the US
  + November 10 1983, cleared his name
  + Justice RObert Jackson called the exclusion act a legalization of racism

III. 2nd Support: Creative Cultural Resistance

* Art (create own societies in camps)
  + To show the americans that they still had hope
  + That they wouldn’t give up
  + Often pictured beautiful landscapes of where they wanted to be
  + Made jewelry out of other materials
  + Made own furniture by stealing wood from other camps
  + Made moonshine
  + Planted gardens (defiant gardens)
    - Temporary illusion of home
* Baseball league
  + People thought Major League Baseball was going to be shut down
  + however Franklin Roosevelt wrote a “green light letter” that baseball would offer a chance for recreation and for taking their minds off work
  + Created leagues to distract them from the reality of imprisonment
  + leagues formed in 7 camps
  + George Omachi “Without baseball, camp life would have been miserable” (a former prisoner)
  + Asserted their identity as Americans and located them with American culture
  + Takeo Suo: “putting on a baseball uniform was like wearing the american flag” (internee at Manzanar)
* Schools
  + Established in crystal city camp
  + 3 schools
    - an American school run by INS
    - a German school run by German internees
    - a Japanese school run by Japanese internees
    - lacked running water, lavatories
  + Minidoka relocation center
    - adopted a definition of democracy
    - voted to see what classes should be in the curriculum
    - educational program was left to the JAs
    - Students were heavily involved in community life
  + Manzanar Relocation Center
    - Wanted to promote a better understanding of american ideals + loyalty
    - wanted to prevent students from being too caught up in their own suffering
    - based curriculum on the California one
    - emphasized the greatness of America

IV. 3rd Support: Political and Military Resistance

* Protest
  + JA refused to fight for the US in WW2
  + “no nos” Draft resisters
  + Most served jail time for resistance
  + Had to swear allegiance to US and no allegiance to the emperor of Japan
  + A racially segregated group of JA in one unit
  + Camp topaz succeeded in slowing down the registration process
  + Registration crisis of 1943
  + Tule Lake camp refused registration
* Sante Fe Riot
  + 12 correctional officers stabbed
  + 33 inmates died
  + 90 inmates injured
  + majority of inmates escaped
  + lasted for 36 hours
* Poor conditions
  + infested with rats and cockroaches
  + No dentist, dentist, psychologist
  + diseases were rampant

V. Conclusion

* Restate thesis and 3 supports
* Own thoughts on JA internment camps
  + Talk about fascism??
  + Commendable for the JA’s to stand up for their constitutional rights
  + US became fascist to overcome WW2
  + Legalized racism
* Aftermath
  + Found unconstitutional
  + 20,000 should be paid to each internment camp survivor
  + Civil Liberties Act
* Importance?
  + Proof that JA are not threats, act more like true US citizens

IMPORTANT POINTS TO REMEMBER AGAIN: THIS STUDENT’S PAPER IS VERY GOOD BECAUSE SHE HAS LOTS OF SPECIFIC EXAMPLES. BUT, ACTUALLY, HER PAPER WOULD BE EVEN BETTER IF SHE ONLY FOCUSED HER ENTIRE PAPER ON ONLY 1 FORM OF RESISTANCE AND THEN GAVE 3 SPECIFIC SUPPORTS ABOUT 1 RESISTANCE.

FOR EXAMPLE- SHE SHOULD WRITE HER ENTIRE PAPER ON ONLY JAPANESE CULTURAL RESISTANCE TO INTERNMENT. THEN HER 3 SUPPORTS COULD BE:

SUPPORT 1: ART

SUPPORT 2: BASEBALL

SUPPORT 3: SCHOOLS

SO REMEMBER IN A PERFECT WORLD YOUR THESIS IS VERY SPECIFIC, AND YOUR 3 SUPPORTS ARE ALSO VERY SPECIFIC! TRY TO DO THIS IF YOU CAN.

**III. Mr. C Basic Outline to Possibly Follow**

**-Here I am giving you a 'basic outline' that you can follow for this outline and for your final research paper. You do NOT have to follow this outline exactly! This should be a guide to get you started. Here it is…**

I. Introduction

A. Interesting Start

B. General Topic-

C. What is your Research Question?

D. What is the "Academic Debate" on your research question? (What do historians and History books argue about your research question?)

E. Your Thesis

II. Support Area #1

1. Mini Intro to Support Area #1 (what is support area #1; how will it support your thesis; how will support #1 be divided up into mini-support sections)
2. Point #1
3. Specific Evidence
4. Analysis
5. Point #2
6. Specific Evidence
7. Analysis
8. Mini Conclusion to Support Area #1

III. Support Area #2

1. Mini Intro to Support Area #2 (what is support area #2; how will it support your thesis; how will support #2 be divided up into mini-support sections)
2. Point #1
3. Specific Evidence
4. Analysis
5. Point #2
6. Specific Evidence
7. Analysis
8. Mini Conclusion to Support Area #2

IV. Support Area #3

1. Mini Intro to Support Area #3 (what is support area #3; how will it support your thesis; how will support #3 be divided up into mini-support sections)
2. Point #1
3. Specific Evidence
4. Analysis
5. Point #2
6. Specific Evidence
7. Analysis
8. Mini Conclusion to Support Area #3

V. Conclusion

A. Re-statement of Thesis and 3 support areas

B. Final Thoughts (Here are some considerations for final thoughts…)

1. How does your thesis relate to academic debate on your topic?

2. How does your thesis relate to the major themes of US History?

3. How does your thesis help us understand this period of US History better?

4. How does your thesis relate to modern-day issues in the United States?

5. etc, etc…..(Why is your paper important and interesting?)

So for your homework due by midnight on Feb 25th, you should do your best to give me the outline for your paper. Try to follow my outline above if you can; however, you can also change the structure of your outline too if you want.

VERY IMPORTANT POINTS TO REMEMBER again: REMEMBER THAT YOU DO NOT HAVE TO HAVE 3 SUPPORTS. THIS IS ONLY A SUGGESTION.

IF YOU DO HAVE 2 OR 3 SUPPORTS THEN YOUR 3 SUPPORTS MUST GET MORE AND MORE SPECIFIC IN FOCUS!!! DO NOT HAVE 3 GENERAL SUPPORTS JUST TO HAVE 3 SUPPORTS. YOUR 3 SUPPORTS SHOULD GET MORE AND MORE SPECIFIC IN FOCUS. MAYBE YOUR 3RD SUPPORT CAN JUST BE A VERY DETAILED ANALYSIS OF ONE SPECIFIC EXAMPLE.