

# Methods in Historical Research and Exposition:

*A Process-Based Approach to World History*



## *LECTURE V: Might Makes Right*

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# Response Paper III

Context

Phrases,  
Clauses, and  
Commas

Our Friend  
the Square  
Bracket

(Emphasis  
Added)

Parentheses  
and  
Punctuation

“Literature”

Subject-verb  
agreement

Capitalization  
after Colons



Response Paper III

Concerns?





# Context

**Mediocre:** “In this paper, I will argue that Reading 3 may be contrasted from Reading 2 in terms of attitude toward nobility, sympathy for the masses, and focus on humans as the primary agents of historical change.”

**Better:** “In this paper, I will argue that Bai’s *An Outline History of China* may be contrasted from Twitchett and Lowes’ *The Cambridge History of China* in terms of attitude toward nobility, sympathy for the masses, and focus on humans as the primary agents of historical change.”

**Best:** “In this paper, I will attempt to define the major characteristics of the different perspectives of two major accounts of the Han Dynasty: Bai Shouyi’s 1982 *An Outline History of China* and Denis Twitchett and Michael Lowes’ 1987 *The Cambridge History of China*. In particular, I will argue that Bai differs from Twitchett and Lowe in terms of attitude toward nobility, sympathy for the masses, and focus on humans as the primary agents of historical change.”

# Phrases, Clauses, and Commas

*Phrase: No subject + verb structure (might be a verb, preposition, appositive [noun describing another noun], or other modifying construction)*

- Obdurately persisting in her shenanigans, she shouted, “Eheu!”

*Clause: Subject + verb*

- As he collated the next week’s readings, he smiled jubilantly.

# Phrases, Clauses, and Commas

Beginning of sentence + fewer than four words = NO COMMA:

**Fewer than four words:** Three years ago I would not have noticed such a discrepancy between the two conclusions.

**Four or more words:** Four score and seven years ago, our fathers brought forth, upon this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

DO NOT confuse these with adverb clauses, which ALWAYS use a comma:

- If I'm late, please do not censure my behavior.
- In the event that I am late, please do not censure my behavior.



# Our Friend the Square Bracket

[] : Used to make a quoted statement fit grammatically or logically within your sentence.

Original quotation:

“Gloria quantalibet quid erit, si gloria tantum est?” I say for it alone; for it often brings several commodities along with it, for which it may justly be desired: it acquires us good will, and renders us less subject and exposed to insult and offense from others, and the like.”

- Montaigne believes glory to “[acquire] us good will, and [render] us less subject and exposed to insult and offense from others.”
- On the other hand, Montaigne also states: “It [glory] acquires us good will, and renders us less subject and exposed to insult and offense from others.”



# (Emphasis Added)

You may italicize words in quotations that you especially wish the readers to notice as long as you add the words (emphasis added) or (emphasis mine) following the quotation (within quotation marks!).

- Montaigne believes that glory “acquires us *good will*, and renders us less subject and exposed to insult and offense from others. (emphasis added)”

# Parentheses and Punctuation

Generally, punctuation occurs outside parentheses.

- Her boyfriend's favorite Chinese food is Peking Duck (at least the kind made by Chinese restaurants).

If the punctuation is part of the parenthetical, however, it should occur inside the parentheses.

- Her boyfriend's favorite Chinese food is Peking Duck (at least the kind made by Chinese restaurants!).
- Her boyfriend's favorite Chinese food is Peking Duck (but, really, who doesn't like Peking Duck?).



# “Literature”

1. Can refer to great works of fiction, nonfiction, poetry, etc.

Geoffrey Chaucer stands preeminent among the authors of classic English literature.

2. Can refer to the body of written knowledge on an academic subject (*the* literature).

“I’m not sure about that,” he said, “I’d have to go check *the literature*.”

# Subject-Verb Agreement

In a fight, the friends of Ryan tends/tend to stick up for him.

After all, the genesis of these matters is/are clear.

Why do/does the Knights of Templar act so violently toward the Moors?



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# Subject-Verb Agreement

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# Capitalization After Colons

When writing a full sentence after a colon, capitalize its first letter!

Example: The reference materials the professor browsed were in complete disagreement about the actual date of the battle: One reported that the event occurred in 353 B.C.E., while another affirmed that it happened in 356 B.C.E.



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graph TD; A((Other Tips)) --- B((Read your email)); A --- C((Listen to Microsoft Word)); A --- D((Bold your vocabulary words)); B --- C; C --- D; D --- B;
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Read  
your  
email

# Other Tips

Listen to  
Microsoft  
Word

Bold your  
vocabulary  
words

# Lecture V: Might Makes Right

# Writing Exercise

Spend fifteen minutes writing a brief and well organized history of the European Renaissance.



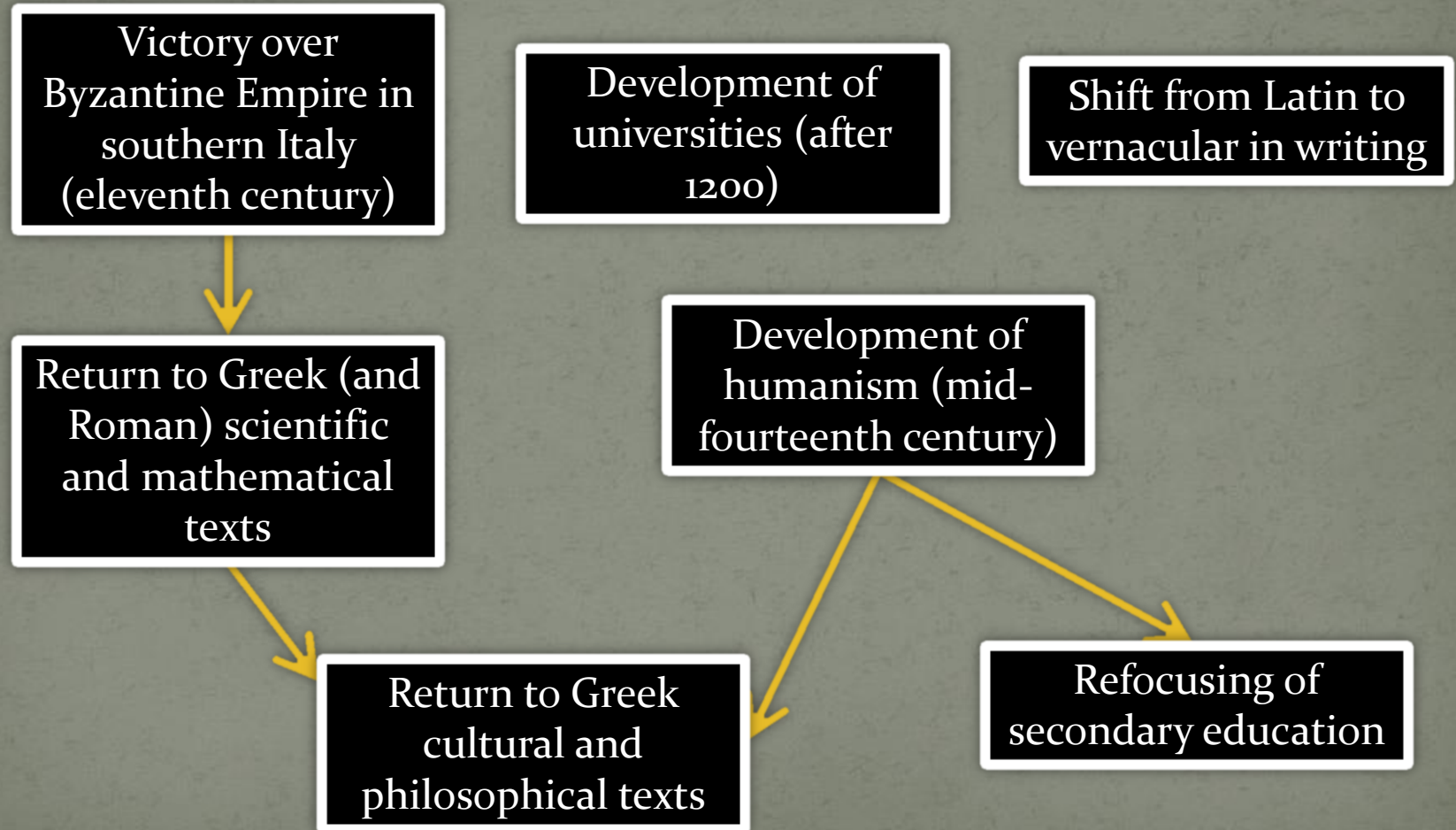
When researching history,  
why would it be beneficial  
to focus on the groups who  
hold the most power?

# Stirrings of the Renaissance



Florence, Italy, c. 1350

# Causes?





# Some Manifestations



Pope Nicholas V (1397-1455)



Erasmus (c.1469-1536)



Johannes Gutenberg (1398-1468)

# Some Manifestations



Gutenberg Bible (1454)



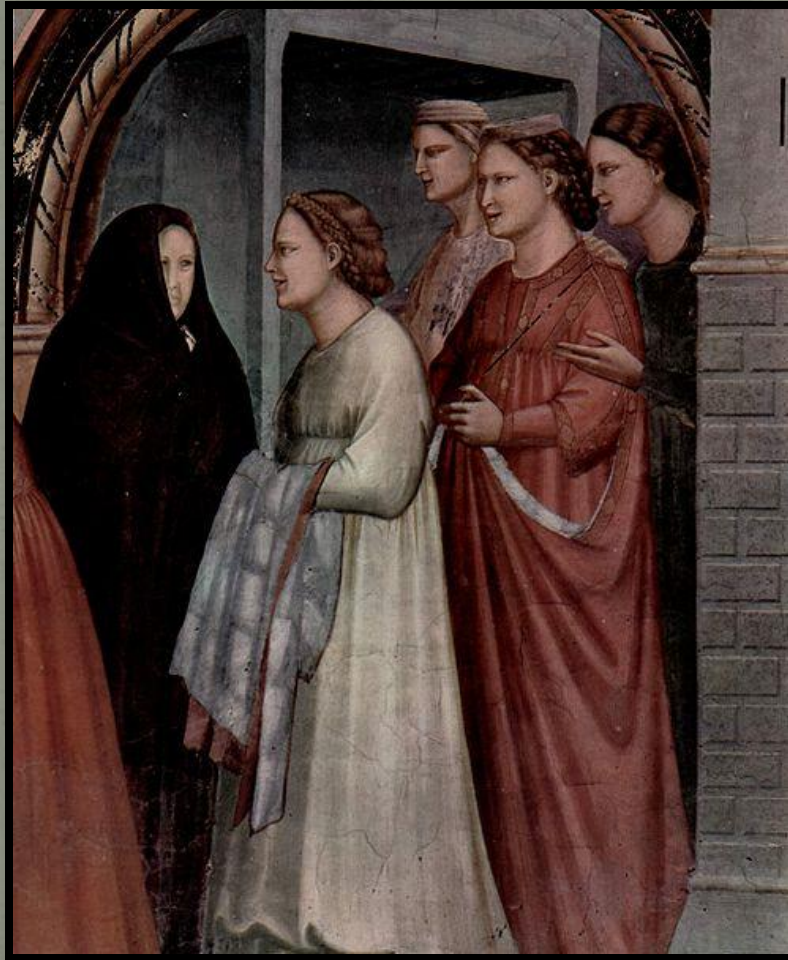
# Some Manifestations



St. John, Weitliche Schatzkammer (8<sup>th</sup> century)



# Some Manifestations



Fresco in the Arena Chapel, Giotto (1304-1306)

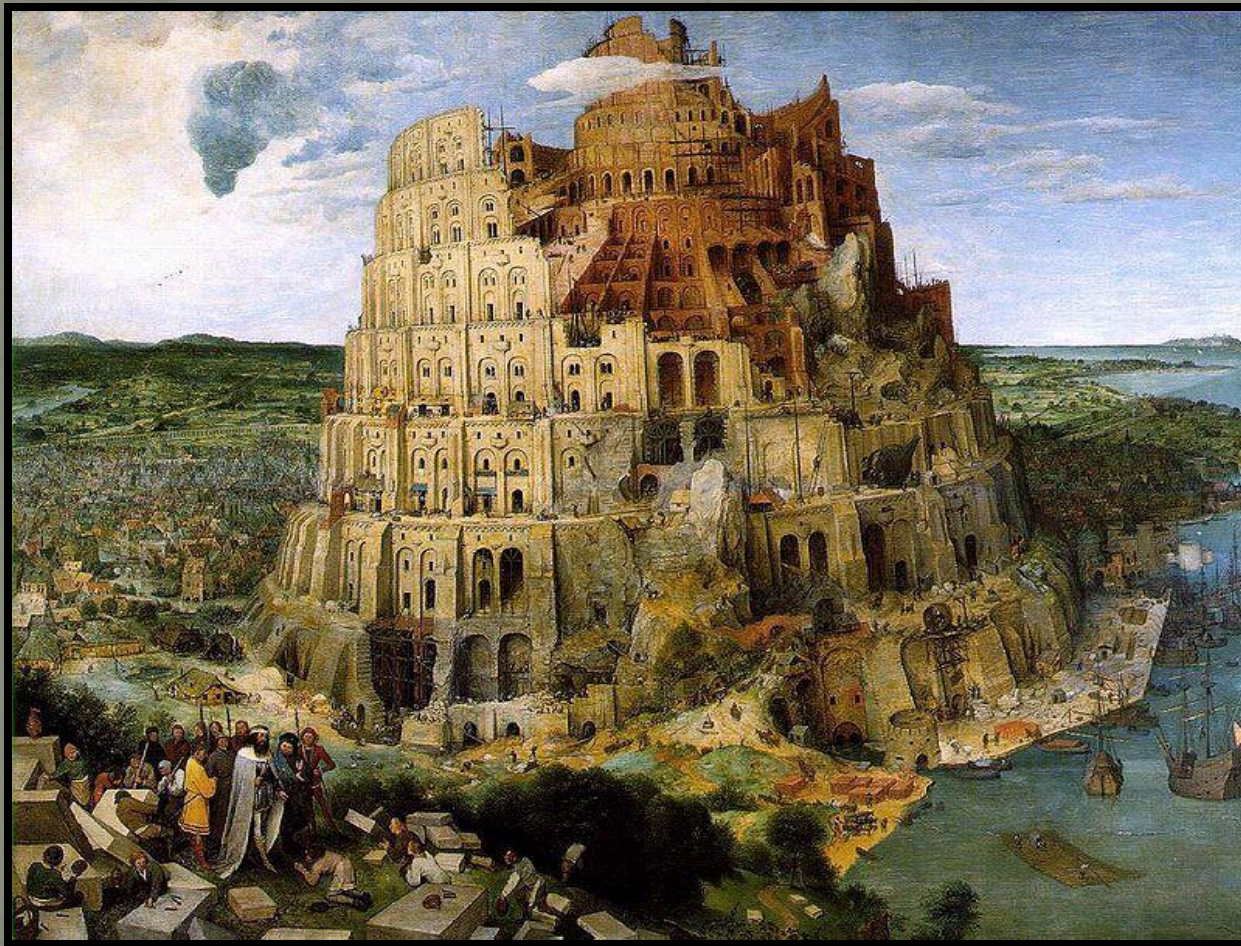
# Some Manifestations



The Sibyl of Delphi, Michelangelo (1508-1512)



# Some Manifestations



Tower of Babel, Bruegel (1563)



# But What About Everyone Else?

“Yet the years from 1500 to 1750 were not simply—perhaps even primarily—an age of progress for Europe. For many, the ferocious competition of European armies, merchants, and ideas was a wrenching experience. The growth of powerful states extracted a terrible price in death and destruction. The Reformation brought greater individual choice in religion but widespread religious persecution as well. Women’s fortunes were closely tied to their social class, and few gained equality with men. The expanding economy benefited members of the emerging merchant elite and their political allies, but most Europeans became worse off as prices rose faster than wages.”

Richard W. Bulliet, et al., eds., *The Earth and Its Peoples: A Global History, Dolphin Edition, Vol. II: Since 1500* (Boston: Houghton Mifflin Company, 2009), 446.

# Some Manifestations

1. What are the three case studies discussed in this paper?
2. What attitude does each display toward the peasant of its time?
3. What do these artworks say about the role of the peasant in medieval and Renaissance society?
4. What limitations do we face during the process of answering Question 3?

# Response Paper V: Might Makes Right

In Walter Gibson's "Festive Peasants Before Bruegel," we catch a glimpse of the life of the Renaissance peasant through the eyes of presumably non-peasant artists.

Find one primary source that reflects the life of the peasant during the Renaissance *from the perspective of the peasant* and, in no more than 600 words, assess how the depiction of peasant life compares with that presented by the three case studies in Gibson's paper.

Be sure to include in your paper your definition of "peasant." How and why did you arrive at this particular definition?



Any Questions?