Overview:

I. What is Academic Research?

II. Where are the books?

III. Databases: What, Where, Why?

IV. Using Limiters
“One of the biggest challenges is teaching students how to evaluate their sources for credibility. Students tend to "believe what they hear or see". As we know in this era of "fake news" this approach to using information is dangerous.

The other area student struggle with is taking information from multiple sources and synthesizing something new in their own words. This is a higher order learning strategy that is critical for students to master. They tend to regurgitate what is already available in the literature which often lends itself to inadvertent plagiarism. Hope this helps!”
I. Tips for College Research:

“Scholarly” or “academic” sources are found in academic journals or books written by experts for experts in their fields and published by universities or scholarly associations. (Magazines, newspapers, and websites are NOT scholarly.) If your instructor requests “Peer-reviewed” or “refereed,” that means peer-reviewed journals ONLY!

To avoid unreliable sources and fake news, search in library databases such as JSTOR, ProQuest, Gale, etc. and, as a last resort, Google Scholar. (Also avoid self-published books.)

Synthesizing information means considering all of your sources, and then drawing YOUR OWN CONCLUSION, citing evidence from your sources. In other words: put the pieces together to see them in a NEW way.

Always format your paper and cite your sources in the style preferred by your instructor (MLA, APA, Chicago, etc.) In addition to citing direct quotes, you must cite paraphrased material and the ideas of the author. (owl.purdue.edu can help!)
Summarize vs. Synthesize

How to Summarize:
- Begin with someone else’s idea
- Restate facts from the source, including the most important points of the author
- Present in a neutral fashion
- Present a condensed version of the material in your own words

How to Synthesize:
- Begin with an idea (thesis) of your own
- Investigate (read) multiple sources and decide on the information that is relevant to your idea
- Identify common ideas and differences between the texts
- Make connections between your idea and the sources you have read
- Consider where they fit into your argument
- Draw inferences or logical conclusions from these facts
- Create a new product that brings together previously acquired information and your own ideas
This author believes the cause is… (Jones 142). Smith believes the cause is… (27-28). Although on the surface they seem like different causes, if one considers… they are similar in that …. Therefore, this supports the argument that …, and the conclusion that....

However, certain experts have stated… (McMan 177-180), which is in direct opposition to Smith and Jones. McMan’s study, conducted during the late Twentieth Century, reflects that time period and may be outdated, as newer technology has changed the communication habits of the average American.

Note the in-text citations!!
II. Print Resources in the Library


- Social Science (including Government) topics are arranged in the nonfiction 300 section of the Library
- US History topics are arranged in the 973 nonfiction section of the Library in chronological order

Use the table of contents and the index to pinpoint the location of your specific topic.

Cold War: On the Brink of Apocalypse (Modern scholar)
By David S. Painter.

Table of Contents:
Chapter 1. Hiroshima and the origins of the Cold War
Chapter 2. The superpowers and the world in 1945
Chapter 3. The struggle for Europe
Chapter 4. Globalizing the Cold War
Chapter 5. The Korean War and changing power balances
Chapter 6. Turmoil in the third world
Chapter 7. The Cuban missile crisis
Chapter 8. The turbulent 1960s
Chapter 9. Origins of detente
Chapter 10. Revolution in the third world and the end of detente
Chapter 11. The arms race and the breakdown of detente
Chapter 12. The Reagan offensive
Chapter 13. Gorbachev and the end of the Cold War
Chapter 14. Understanding the Cold War.
<table>
<thead>
<tr>
<th>Nonfiction Section: 300s</th>
<th>Social, economical, and political history</th>
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<tr>
<td>320 Political science</td>
<td>321 Systems of governments &amp; states</td>
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<td>322 Relation of state to organized groups</td>
<td>323 Civil &amp; political rights</td>
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<td>324 The political process</td>
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<td>324.6 Election systems and procedures; suffrage</td>
<td>324.7 Conduct of election campaigns</td>
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<td>325 International migration &amp; colonization</td>
<td>326 Slavery &amp; emancipation</td>
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<tr>
<td>327 International relations</td>
<td>328 The legislative process</td>
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<tr>
<td>340-349 Law</td>
<td>370-379 Education</td>
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<td>380 Commerce, communications, transport</td>
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<tr>
<th>Nonfiction Section: 973.9</th>
<th>20th - 21st Century United States</th>
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<tbody>
<tr>
<td>First World War, US involvement, 1918-1919</td>
<td>973.91 1901–1953</td>
</tr>
<tr>
<td>20th century</td>
<td>20th century</td>
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<tr>
<td>Second World War, US involvement 1941-1945</td>
<td>973.917 Administration of Franklin D. Roosevelt, 1933–1945</td>
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<tr>
<td>Administration of George Bush, 1989–1993</td>
<td>War on Terror 2001-present</td>
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US History call numbers for H.S. Library & Bryant Library 320-380 & 970-979. Ask library staff for assistance!
Use the Library Catalog For books on a particular topic in US History
III. Why Databases?

• When it comes to research, Library Subscription Databases such as Proquest, JSTOR, ABC-CLIO, Gale, and Infobase contain vetted information, published by universities and professional organizations, and written by experts.

• There is no need to evaluate and authenticate articles in the databases for reliability. (However, you must do this when you use Google.)

• The are citations MLA formatted for every article.

• Often instructors insist on articles from journals, which are readily available in the databases.
Path to the Databases: RHS Library
### Recommended Databases

**Available on BSP Library Website → Research Tools → Databases → History**

**U.S. History in Context** access to over 1,000 historical (primary) documents, more than 30,000 reference articles, and over 65 full-text journals covering themes, events, individuals and periods in U.S. history from pre-colonial times to the present. Enter all 14 digits of your library card number (no spaces or dashes).

**The New York Times (1851 to date)** with a 3 year embargo. New York Times - (1851 - 2006): Enter all 14 digits of your library card number (no spaces or dashes).

<table>
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<tr>
<th>Database</th>
<th>Description</th>
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<tbody>
<tr>
<td>ABC-CLIO American Government</td>
<td>Access to over 1,000 historical (primary) documents, more than 30,000 reference articles, and over 65 full-text journals covering themes, events, individuals and periods in U.S. history from pre-colonial times to the present. Enter all 14 digits of your library card number (no spaces or dashes).</td>
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<td>General Reference Center Gold Nova Ny</td>
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<tr>
<td>Issues and Controversies in American History Online</td>
<td></td>
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<tr>
<td>Research in Context Nova NY</td>
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ALL of the Usernames and Passwords (Including JSTOR)
See Handouts or Library Google Classroom:
IV. Limiters
Fill in the boxes: Example: “Full Text” or “Peer reviewed”
Recommended Database: Issues & Controversies (FindIt! - RHS Library Databases)
Use “Advanced search” to use multiple search terms.

Recommended Database
JSTOR - (found in RHS Library Databases tab)

Limit searches by
- Content type
- Publication Date
- Subject
The Cuban Missile Crisis and the Limits of Crisis Management

RICHARD M. ROUS
Copyright: COPYRIGHT 2001, Academy of Political Science
http://www.polisci.org/history.html

Full Text:

Nowhere do the constitutional prerogatives of the president seem greater than in the midst of national security crises, nowhere do we invest in the president greater resources of command. Although in the past half century presidents have surrounded themselves with a vast national security apparatus, consisting of intelligence agencies and the National Security Council, it is not at all clear that presidents have been as effective as crisis managers. They often lack crucial information, use incomplete or misleading analogies to understand crisis situations, find it difficult to micromanage events, and are unable to project force effectively. Even when they are successful, it is often in spite of, rather than because of, the resources of the institutionalized presidency at their disposal.

The Cuban Missile Crisis of 1962 provides a case study of how John F. Kennedy and Nikita Khrushchev almost blundered into a nuclear war through the crisis management approaches of their advisory systems, but then managed to extricate themselves using personal diplomacy and old-fashioned political hardballing. They did so without revealing to the world how they had defused the crisis, a decision to maintain confidence in the crisis according to consequences for subsequent presidential crisis decision making. The illusion that presidential crisis management can compel an adversary to submit and that a nuclear crisis can be successfully managed let Kennedy's successors with impossible burdens of public expectations.

The United States and the Soviet Union were on the brink of nuclear war between 22 October, the evening that President Kennedy announced a "quarantine" on Soviet ships carrying weapons heading for Cuba, and 28 October, when the Soviet Union announced that it would remove ballistic missiles it had placed in Cuba in return for a U.S. pledge not to invade the island or undermine its communist regime. The resolution of the crisis was trumpeted in the United States as a great victory -- "Reds Back Down" and "Retreat to Moscow" -- shared headlines in U.S. newspapers, and scholars of international relations and the presidency attempted to learn lessons about crisis management. Roger Hilsman, a leading scholar of foreign policy making, and at the time the head of the State
TIP: Call the Bryant Library (516-621-2240)-- they will put the book on the side for you-- you just run in and pick it up at the Circulation Desk!
If they don’t own it, they will borrow it for you- you will get an email when it’s arrived at the Bryant Library.
### Academic Journals (88)

**Search Terms:**
- Basic Search: "Robert Kennedy" AND "cuban missile crisis"
- With Full Text

**Full-text ARTICLE**
- THE CUBAN MISSILE CRISIS AND THE JOINT CHIEFS: Military Operations to Meet Political Ends
  - Dan Martin,
  - Naval War College Review,

- The role the Joint Chiefs of Staff (JCS) played in the Cuban missile crisis offers a significant historical lesson on the priority of defining political objectives over pursuing an expedient military solution. The...

**Full-text ARTICLE**
- The Cuban Missile Crisis and the Limits of Crisis Management
  - Richard M. Pious,
  - Political Science Quarterly,

- Where do the constitutional prerogatives of the president seem greater than in the midst of national security crises? nowhere do we invest in the president greater resources of command. Although in the past half...

**Full-text BOOK REVIEW**
- The Kennedy Tapes: Inside the White House during the Cuban Missile Crisis
  - Donald L. Robinson,
  - Presidential Studies Quarterly,


### Recommended Database
**JSTOR - (found in RHS Library Databases tab)**

**Book Review**
The Cuban missile crisis
Call #: 973.922 GOW
Gow, Catherine. 1956-
Series: World history series
Published 1957

The Cuban Missile Crisis: to the brink of war
Call #: 973.922 BYR
Byrne, Paul J.
Series: Snapshots in History
Published 2006

The Cuban Missile Crisis in American history
Call #: 973.922 Bru
Brubaker, Paul.
Series: In American History
Published 2001

Thirteen days ninety miles: the Cuban missile crisis
Call #: 973.923 FIN
Finkelstein, Norman H.
Published 1994

Cold War Almanac Volume 2
Call #: 955.023 HAN
Harms, Sharon M.
Series: U.S./U.S. Cold War Reference Library
Published 2004
Don’t forget to cite your sources!
Recap:

- Formulate your own ideas based on multiple sources and your thesis statement
- Print sources are available in the library
- Use the databases for reliable, scholarly information
- Find the databases on the RHS Library website & Bryant Library website
- Use limiters such as content type, subject, and publication date
- Cite your sources
Finally: Need help? Ask your friendly Librarian!

Make an appointment, email (cparente@roslynschools.org), or just stop in!