

MA Program in Holocaust and Genocide Studies Guidelines for Thesis (6 credits) and Project (3 credits)

As students near the end of their MAHGS course requirements, they need to choose a research topic and decide if they will complete a 6-credit thesis or take the 3-credit project and one more elective. In choosing a topic, especially for the thesis, it is helpful for students to think back on all previous courses that left questions unanswered or inspired the desire to dig deeper, learn more, or take a different approach on a particular topic.

For both the thesis and final project, students will be expected to have completed courses that provide an appropriate academic foundation for their chosen topic. For example, students writing a thesis about President Roosevelt's decisions during the Holocaust should have completed "PHULEDESRHWRWKH Holocaust" or an equivalent course. Students who choose the education-based final project should have completed the "Teaching the Holocaust."

For both the final thesis and project options, students are expected to conduct research and demonstrate critical thinking in the analysis and use of their sources.

Requesting a Thesis or Final Project Advisor:

It is best if students request an Advisor from the Gratz faculty, because they know our programs best. Students must submit the name of the person they would like to serve as their Advisor to the Program Director, and the Program Director must approve the person first. Once the approval is given, the student may begin working with the Advisor. Advisors from outside Gratz are also acceptable, if they have the necessary area of expertise. *Students no longer are required to have a second Reader, but they may submit a request for the second reader to the Program Director for approval, if they wish.*

Guidelines for the Structure of the MA Thesis:

- **Title Page, Approval Page, Statement of Original Work.**
- **Introduction** to the topic that identifies a **Research Question**. Research questions need to be specific and ask a question. Ask, "What were some of the coping mechanisms of women in concentration camps?" (Do *not* say, my topic is, "Women during the Holocaust.")
- **Significance** of the topic and why it is worth pursuing, including discussion of the existing research on the topic.
- **Specific Chapters or Sections devoted to a specific subject.**
- **Conclusion** about the research or project and its implications for further research or unanswered questions that still need to be investigated.
- **Bibliography.**
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Formatting the Thesis:

- The Thesis should be approximately 60 pages (excluding bibliography).
- 12-point font, using Times New Roman.
- 1-inch margins.
- Double-spaced.

Resources for Formatting Footnotes and Citations:

Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, any recent edition.

Chicago Manual of Style, 17th edition, University of Chicago Press, (2017).

Structure of the Final Project

The project is a more practical approach to exploring and presenting applied research on a particular topic. For this reason, there are no recommended Guidelines on how the Final Project should be formatted. For instance, middle and high school teachers may choose the project option and have their work mentored by a consultant in Holocaust/genocide education. The educational project may take two forms:

For example, students may develop and/or teach an extended unit or one-term course on the Holocaust and/or other genocide(s), which could be taught in tandem with their project semester. Or, students may develop a unique educational resource or program within their community or local Holocaust center, which is supervised by their advisor during the course term.

Students with other types of Final Projects may submit their final project presentations in a variety of formats, including: a PowerPoint, a YouTube talk, a website, a virtual exhibit, a recorded webinar, etc. In consultation with their advisor, students are encouraged to develop innovative formats that will present their research findings in a dynamic way while integrating and reflecting upon what they've learned in the program and showing the research required in the process.

Formatting the Final Project

- There should be some form of written synopsis or summary of the Final Project, and it should be approximately 30 pages.
- 12-point font, using Times New Roman.
- 1-inch margins.
- Double-spaced.

Examples of Potential Final Projects

Archive Work/Research: Students may study and analyze a variety of interviews from the Gratz College Holocaust Oral History Archive to demonstrate some aspect of the Holocaust experience.

Internet search and analysis: Students may survey the wide range of internet sites devoted to Holocaust and/or genocide studies and present findings. Such a project might focus on: How do such sites approach their subjects? What criteria can be developed for assessing the legitimacy of a site? What might classroom teachers or librarians learn from this experience that would benefit their students?

Comparative study of museum exhibits or memorials: Students may compare how museums

or memorials represent the Holocaust and/or other genocides.

Ethnographies of Holocaust and/or genocide education: Students may develop and conduct a study on what different populations know about the Holocaust and/or other genocides and how this may affect their views on related issues.

The Holocaust and/or genocide in popular culture: Students may research representations of the Holocaust and/or other genocides in popular culture, e.g., tracing the development of Magneto in Marvel comics and films.

Geographical studies: Using GIS – a system designed to capture, store, manipulate, analyze, manage, and present spatial or geographical data – students could track, e.g., post-World War II survivor journeys, in order to illustrate some aspect of postwar survivors' adaptation.

Curating virtual collections of Holocaust and/or genocide-related materials, e.g., art created in concentration camps or ghettos.