



Historical Methods for Social Studies

COURSE GUIDE

HIS 430/WI

Fall 2010

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Hours: by appointment gladly given

Course Overview and Learning Outcomes

The new content standards in social studies mandated by the state of North Carolina require that teacher candidates must demonstrate depth of content knowledge in “the process of critical inquiry in history and the social sciences used to examine change over time and develop historical perspectives,” including:

- identifying and framing a problem
- using a variety of sources
- using primary and secondary resources
- evaluating the credibility of sources
- putting sources into historical context
- investigating, interpreting, and analyzing multiple viewpoints
- clearly and effectively articulating conclusions

[See <http://www.ncptsc.org/Standards.htm> for an overview of the Professional Teaching Standards for the State of North Carolina. See http://soe.unc.edu/academics/requirements/standards2010/NCDPI_2009_Social_Studies_Teacher_Candidate_Standards_High_School.pdf for the disciplinary content standards for social studies teacher candidates.) HIS 430 is an introduction to historical thinking and the research process designed to address these historical methods content standards for all social studies licensure candidates. We will use primary sources from a database created by The National Humanities Center especially for teachers (National Humanities Center Toolbox Library: Primary Resources in U.S. History and Literature <http://nationalhumanitiescenter.org/pds/index.htm>). The ultimate goal of the course is to design a viable and meaningful historical research project based on primary source evidence.

STUDENT LEARNING OUTCOMES:

Upon successful completion of this course students will be able to:

1. Identify and frame a significant historical research problem.
2. Use effective research strategies to investigate the research problem and create a viable and meaningful focus for a research project based on primary source evidence.

3. Develop well designed scholarly research bibliography appropriate to the focus of the research project.
4. Analyze different types of primary source evidence in historical context.
5. Evaluate and synthesize scholarly arguments.
6. Create an original thesis or argument that addresses the complexity and significance of the historical problem.
7. Consider multiple perspectives and develop conclusions that demonstrate appropriate and logical integration of evidence as well as independent, critical thinking.
8. Apply scholarly citation methods ethically.
9. Recognize how writing is integral to the research process.
10. Effectively revise and improve written communication.
11. Work effectively in collaborative teams for peer review to improve research design at different stages in the research process.

Evaluation and Grading

Participation	15%
Research Exercises	40%
Research Design Blueprint	45%

Participation (15%) This assessment will be based on three criteria:

1. Consistent attendance—This is not a traditional lecture course. We will be critically evaluating the content of the readings and practicing the application of analytical skills during each class period. You will not be able to make up for your absences by copying someone else's notes. For this reason, consistent attendance is essential to your learning in this course. See above for an explanation of the course attendance policy which has an impact on your overall grade in the course beyond its importance for evaluating your participation.

2. Thorough preparation for class—readings must be completed before class and assignments must be turned in on time. You will be completing chapters weekly in the online Library research skills tutorial F.I.R.S.T. Finding It! It is essential that you complete these chapters and turn in your certificate of completion for each chapter as they are identified in the course schedule below. These certificates should be printed and turned in in class on the due date. Late certificates of completion will not be accepted for participation credit. If you cannot attend class when a particular research tutorial chapter is due you may submit your certification of completion to my email address, lctolber@uncg.edu, for partial credit by 6:00 p.m. on the due date.

3. Regular contributions to class discussions—the success of this course for your learning depends on active intellectual engagement with your peers. Discussions will take place during every class meeting in both small group exercises and as a whole class. In order to create a good climate for everyone to participate, please follow these discussion guidelines:

- Be ready to share and explain your opinions. Feel free to disagree with others, but be specific in your own assertions and back them up with evidence.
- Listen carefully and respond to other members of the group. Be willing to change your mind when someone demonstrates an error in your logic and use of facts.
- Do not hesitate to ask for clarification of any point or term you do not understand.
- Make your point succinctly, avoid repetition, and stick to the subject.

Attendance Policy: Attendance is mandatory and is counted as part of the overall participation grade. I will take attendance at the beginning of every class. At the end of the semester I tally the percentage of attendance based on the total number of classes you have attended....100%, 80%, etc. That provides a starting point for considering your overall participation grade.

Here's an example of how the participation grade is calculated: a student attended class 87% of the time, asked or answered several questions during the semester, actively participated in research workshops and group discussions, but failed to turn in two ungraded assignments and turned in at least one graded assignment late. Though attendance and participation might suggest a B+ for this student, the late assignments mean that this student cannot make higher than a B- and could even be in the C- range depending on the nature of the missed assignments. Ten percent may seem like a small amount in the overall grade, but it can make a significant difference in the final grade. Skipping classes and assignments can also have a snowball effect for the results of graded assignments. The course is designed to help you develop your research project in stages and learn skills that build on each other one step at a time. If you skip the smaller steps, the larger research project can seem overwhelming.

Research Design Exercises (40%) These weekly exercises are designed to assist you in navigating the stages of the research process and in developing your Research Design Blueprint as the semester unfolds. See the course schedule for due dates and general description of the exercise. Additional instructions may be provided in class and/or posted to Bb as necessary throughout the semester. Once Toolbox Teams are assigned your research exercises will provide content for team discussion and review.

Research Design Blueprint (45%) for a research project using primary sources in a particular National Humanities Center toolbox. The Final Blueprint will contain:

- Explanation and evaluation of the research focus including:
 - working thesis for the project
 - relevant historical context
 - evaluation of historical significance of the central research focus
- Explanation and evaluation of research design including:
 - Annotated bibliography with analysis of how the bibliography is designed to address the focus of the research project
 - Comparative Primary source analysis. What kinds of primary sources are essential for addressing your research question and why? What are the advantages of the selected sources for addressing the aims of the project and how is your project designed to address the limits of the primary sources?

Late policy: please note that *unless arrangements have been made well in advance of due dates*, late assignments will be penalized by a 3% reduction in the final grade for every day the assignment is late. Assignments later than one week will not be accepted for credit without an extremely impressive explanation. Using effective quantitative reasoning, you can recover from an F on an individual assignment more successfully than you can recover from a "0". It is better to turn in an incomplete assignment on time than to turn in nothing at all.

Required Texts/Readings/References

Galgano, Michael J. et al. *Doing History: Research and Writing in the Digital Age*. Boston, MA: Thomson/Wadsworth, 2008.

Presnell, Jenny L.. *The Information-Literate Historian: A Guide to Research for History Students*. Oxford University Press, 2007.

(National Humanities Center Toolbox Library: Primary Resources in U.S. History and Literature
<http://nationalhumanitiescenter.org/pds/index.htm>

F.I.R.S.T. Finding It! A Research Skills Tutorial: <http://library.uncg.edu/depts/ref/tutorial/>

Course Schedule

August 24 Course Overview and Introductions

Finding a Research Focus

August 31 Historical Thinking and the Research Process

Introduction to National Humanities Center Toolbox Library

Read:

Presnell, 1. Historians and the research process: getting started

Galgano et al. Introduction and 1.What is History?

Research Exercise: Read **ALL** of the following documents and be prepared to discuss what kinds of research questions they inspire:

Minutes of the Forks of Elkhorn Baptist Church, Kentucky 1800-1817: Excerpts:

<http://nationalhumanitiescenter.org/pds/livingrev/religion/text5/elkhorn.pdf>

Cecar Pugh, letter (1841)

<http://nationalhumanitiescenter.org/pds/maai/community/text1/pughgrandson.pdf>

Brooklyn Daily Eagle (1883)

<http://nationalhumanitiescenter.org/pds/gilded/progress/text2/celebration.pdf>

Diary of Mary Cooper (1768-1773)

<http://nationalhumanitiescenter.org/pds/becomingamer/peoples/text5/marycooper.pdf>

Statement of the Boston Mechanics' and Laborers' Mutual Benefit Association on the formation of its Cooperative Society (1845)

<http://nationalhumanitiescenter.org/pds/triumphnationalism/cman/text4/bosmechanics.pdf>

September 7

Historical Thinking and the Research Process

What is historical context and why does it matter for effective research design?

Read:

Presnell, 2. Reference resources

Galgano et al., 3.Tools for Analysis — Secondary Sources.

F.I.R.S.T. Finding It! A Research Skills Tutorial: <http://library.uncg.edu/depts/ref/tutorial/>
Complete Chapter One: Preparing for Research and bring to class your certificate of completion for Chapter One.

Research Exercise: Select **ONE** of the following documents and use **TWO** different references (other than Wikipedia) to find out about people, places, events, ideas, etc. mentioned in the text. Turn in your results using the format presented by Presnell in her case study on Herodotus, p. 41. (1 page maximum)

Minutes of the Forks of Elkhorn Baptist Church, Kentucky 1800-1817: Excerpts:

<http://nationalhumanitiescenter.org/pds/livingrev/religion/text5/elkhorn.pdf>

Cecar Pugh, letter (1841)

<http://nationalhumanitiescenter.org/pds/maai/community/text1/pughgrandson.pdf>

Brooklyn Daily Eagle (1883)

<http://nationalhumanitiescenter.org/pds/gilded/progress/text2/celebration.pdf>

Diary of Mary Cooper (1768-1773)

<http://nationalhumanitiescenter.org/pds/becomingamer/peoples/text5/marycooper.pdf>

Statement of the Boston Mechanics' and Laborers' Mutual Benefit Association on the formation of its Cooperative Society (1845)

<http://nationalhumanitiescenter.org/pds/triumphnationalism/cman/text4/bosmechanics.pdf>

*****September 10*****

Email me, lctolber@uncg.edu, your top three Toolbox choices by 5:00 p.m. Your research project for the rest of the semester will focus on primary sources within the Toolbox you select. I will do my best to assign your first choice.

September 14

Thinking Historically about Primary Sources:

What strategies do historians use to evaluate them?

Read:

Presnell, 6. The thrill of discovery: primary sources

Galgano et al., 4. Primary Evidence

F.I.R.S.T. Finding It! A Research Skills Tutorial: <http://library.uncg.edu/depts/ref/tutorial/>
Complete Chapter Two: Matching Needs with Tools and bring to class your certificate of completion for Chapter Two.

Research Exercise: Post to your toolbox team folder on Bb a copy of the primary source you plan to use as a starting point for your research with at least three research questions inspired by your source. **Materials should be posted by noon on Monday, September 13.** Team members should review all documents posted to the team folder before class.

September 21

Thinking Historically about Primary Sources

Review:

Presnell, 6. The thrill of discovery: primary sources

Galgano et al., 4. Primary Evidence

F.I.R.S.T. Finding It! A Research Skills Tutorial: <http://library.uncg.edu/depts/ref/tutorial/>

Complete Chapter Three: Computer Searching and bring to class your certificate of completion for Chapter Three.

Research Exercise: Use questions in Galgano, Chapter 4, pp. 57-62, to evaluate the primary source you selected last week as the starting point for your research project. Consider author, point of view, audience, purpose, tone and language, and significance. Post your analysis to your team folder on Bb **by noon on Monday, September 20.**

September 28 Using Bibliographic Development to Create a Focused Research Question/

Read:

Presnell, 3. Finding monographs and using catalogs
Galgano et al., 2. Locating the Sources.

F.I.R.S.T. Finding It! A Research Skills Tutorial: <http://library.uncg.edu/depts/ref/tutorial/>
Complete Chapter Four: Finding Books and bring to class your certificate of completion for Chapter Four.

Research Exercise: Identify 2 or 3 research questions inspired by your primary source and locate up to 5 monographs that could help you explore your question(s). How did your research help you begin to focus your research questions? Post your results to your team folder in Bb **by noon on Monday, September 27.**

October 5 Using Bibliographic Development to Revise Your Research Question(s)

Read:

Presnell, 4. Finding journals, magazines, and newspapers : using indexes; 7. History and the Internet
Galgano et al., 2. Locating the Sources.

F.I.R.S.T. Finding It! A Research Skills Tutorial: <http://library.uncg.edu/depts/ref/tutorial/>
Complete Chapter Five: Finding Articles and bring to class your certificate of completion for Chapter Five.

Research Exercise: Locate up to 5 journal articles and revise your research question(s) based on research completed so far. Write one paragraph explaining the rationale for your revision. Post your results to your team folder in Bb **by noon on Monday October 4.**

October 12 FALL BREAK

*****October 19*****

Preliminary Research Design Blueprint due

Revising and Improving the Research Focus

October 19 Evaluating Secondary Sources

Read:

Presnell, 5. Evaluating your sources
Galgano et al., 3. Tools for Analysis — Secondary Sources.

F.I.R.S.T. Finding It! A Research Skills Tutorial: <http://library.uncg.edu/depts/ref/tutorial/>
Complete Chapter Six: Searching the Web and bring to class your certificate of completion for Chapter Six.

Research Exercise: Preliminary Research Design Blueprint due including working bibliography, explanation and evaluation of research focus, and explanation and evaluation of research design to date.

October 26 Using Book Reviews to Evaluate Monographs

Research Exercise: Use at least two different book reviews to develop an annotation for two different monographs on your working research bibliography. Post your results to your team folder in Bb **by noon on Monday October 25.**

November 2 The Multiple Purposes of Citations for Historical Research

Read:

Galgano et. al., Footnotes, pp. 99-111; Appendix B: The Death of an Ideal City: Rebuilding London After 1666 and be prepared to evaluate the role of the footnotes in class.

November 9 Writing as a Research Method:

Note-taking strategies for Secondary and Primary sources

Read:

Galgano et al., "Taking Notes," pp. 53-55 and Chapter 5. Writing.

F.I.R.S.T. Finding It! A Research Skills Tutorial: <http://library.uncg.edu/depts/ref/tutorial/>
Complete Chapter Seven: From Research to Writing and bring to class your certificate of completion for Chapter Seven.

Research Exercise: Explanation of historical context and historical significance due with appropriate citations.

November 16 Primary Source Workshop: Non-text sources

Read:

Presnell, 8. Maps : from simple to geographic information systems; 9. Beyond the written word: finding, evaluating, and using images, motion pictures, and audio
Galgano et al., 4. Primary Evidence

Research Exercise: Comparative Primary Source Analysis due.

November 23 Strategies for Presenting Historical Research Findings:

Considering audience, format, types of writing, and thesis statements

Read:

Presnell, 10. Presenting your research: traditional research paper, Powerpoint, or website?
Galvano et al., 5. Writing.

F.I.R.S.T. Finding It! A Research Skills Tutorial: <http://library.uncg.edu/depts/ref/tutorial/>
Complete Chapter Eight: Citing Your Sources and bring to class your certificate of completion for Chapter Eight.

November 30 Thesis Workshop

Final Research Design Blueprint Workshop

Research Exercise: Working Thesis Statement due. Post your thesis statement to your Team folder in Bb by noon on Monday, November 29.

December 3 Final Research Design Blueprint due.