



[Letter to Joseph Hooker from Lincoln, January 26, 1863. Library of Congress, Rare Book and Special Collections Division, Alfred Whital Stern Collection of Lincolniana.]

# Historical Methods for Social Studies

## COURSE GUIDE\*

HIS 430/WI/RI

Fall 2012

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Hours: by appointment gladly given

*\*Note that this syllabus is subject to change at the discretion of the instructor. Any necessary changes in the syllabus or course schedule will prioritize effectiveness for student learning.*

## Course Overview and Learning Outcomes

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The teacher licensure standards for content knowledge 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

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. This is not a course about teaching history but it is directly relevant to developing skills necessary to be an effective history teacher. This is a course about how knowledge is created in the discipline of history. We will use a variety of research resources including manuscripts, reference sources, monographs, scholarly journals, the internet, and repositories such as the Library of Congress. A final case study project at the end of the semester will offer the opportunity to synthesize your research skills using materials in the UNCG University Archives. [The ultimate goal of the course is to understand the creative process of research within the discipline of history.](#)

## STUDENT LEARNING OUTCOMES:

Upon successful completion of this course students will be able to demonstrate the following knowledge, skills, and habits of mind:

1. Inquiry and Creativity: Think creatively about different kinds of research questions inspired by primary source documents.
2. Courage and Historical Thinking: Ask interesting questions whose answers you don't know and recognize the kinds of questions that can be addressed by historical research.
3. Analysis: Contextualize primary source documents in different ways; interpret different types of primary sources.
4. Research: Identify and evaluate appropriate scholarly sources for investigating different kinds of research questions. Use research results to improve your questions.
5. Synthesis and communication: Present research findings in a variety of professional formats that offer audiences a clear understanding of the complexity of the topic, and recognize how writing is integral to the research process.
6. Professional Ethics: Practice history with integrity based on the American Historical Association Standards of Professional Conduct:  
<http://www.historians.org/pubs/Free/ProfessionalStandards.cfm>
7. Critical Thinking: Use peer review, instructor feedback, self-analysis, and research findings to effectively revise research design and written communication.
8. Collaboration: Work effectively in collaborative teams for peer review to improve research design and communication of research findings at different stages in the research process.

*\*\*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](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.*

## Evaluation and Grading

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Daily Preparation and Class Participation	10%
Research Lab Exercises	40%
UNCG archive project	50%

- annotated bibliography is worth 5% of archive project grade [due by noon on 10/22]
- preliminary draft is worth 5% of archive project grade [due by noon on 11/5]
- Complete first draft is worth 10% of the archive project grade [due by noon on 11/12]

### **Lab Exercises (40%: SLO 1-5)**

These exercises in real world research problems will focus on evaluating and applying different kinds of resources in the historical research process. The format of these written assignments will vary but in general all assignments must be typed and, when citations are required, historians use Turabian or Chicago Manual of Style ([http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)). These exercises will build the skills you need to complete the UNCG archive case study at the end of the semester. See the course schedule for specific due dates. Specific instructions for the research exercises will be provided in class and posted to Bb as the semester unfolds.

**Rewrite Option:** You may rewrite **one** of the graded lab exercises from Unit 1 or Unit 2 to improve your communication skills and (possibly) your grade on the original assignment. ***You must show proof that you have visited the Writing Center to work on the graded draft at least a week before the deadline.*** The reason you must go to the Writing Center no later than October 12 is so that you can have time to thoughtfully apply the advice you receive for revision. Rewrites submitted with documentation from the Writing Center dated after October 12 will not be considered. To receive consideration for grade improvement the revision must be thorough and substantive. Cosmetic changes in word choice, for example, will not be considered for review. The revised assignment grade will replace the grade on the original assignment even if it is lower than the original grade. The deadline for your revised assignment (including all required documentation) is 5:00 p.m. on Friday, October 19. No revised assignments will be accepted for review after that deadline. No extensions, no exceptions. ***Note that you may not use this option to make up a missed assignment.*** You must have an original graded draft. This opportunity is about learning how to revise your writing effectively, an essential skill for all good writers.

### **UNCG University Archive Project (50%; SLO 1-7)**

You will use a variety of archival materials in the UNCG University Archives to write a biography of a student who attended UNCG at the turn of the twentieth century; about 7-10 pages with citations and annotated bibliography. The results of your research will be available for other researchers in University Archives. The final piece of written work will be evaluated based on overall excellence—including the mechanics of standard written English, complexity of analysis, contextualization of evidence, and focus of research bibliography.

Research is a process. This is not the kind of paper you can complete successfully the week before the final draft is due. The quality of your final project depends upon the quality and completeness of your work at various stages in the process. Therefore, developmental assignments for this project are worth 20% of the final project grade as follows:

- annotated bibliography is worth 5% of archive project grade [due by noon on 10/22]
- preliminary draft is worth 5% of archive project grade [due by noon on 11/5]
- revised draft is worth 10% of the archive project grade [due by noon on 11/12]

All of these assignments must be complete for full credit.

### **Participation (10%; SLO 1-7)**

This element of the final grade will be assessed based on the following criteria:

#### **GRADING RUBRIC FOR DAILY PORTION OF GRADE**

GRADE	CRITERIA
A	Student attends every class session and arrives promptly; Student participates frequently in most class sessions and makes relevant contributions to discussions; Student is always well prepared for class; Student actively listens when others talk and “builds off” the ideas of others; Student always shows respect for classmates and instructors; Student always meets deadlines for assignments.
B	Student misses no more than one class session and is almost never late; Student regularly participates in most class sessions and makes relevant contributions to discussions; Student is prepared for class; Student actively listens when others talk; Student shows respect for classmates and instructors; Student always meets deadlines for assignments.

C	<p>Student misses no more than two class sessions and is seldom late;  Student occasionally participates in class sessions and makes some relevant contributions to the discussion;  Student is usually prepared for class;  Student listens when others talk;  Student shows respect for classmates and instructors;  Student turns in no more than two late assignments.</p>
D	<p>Student misses more than two class sessions or frequently arrives late;  Student seldom participates in class sessions and rarely makes relevant contributions to the discussion;  Student is seldom prepared for class;  Student rarely listens when others talk;  Student turns in more than two late assignments.</p>
F	<p>Student misses more than three class sessions or rarely arrives on time;  Student almost never participates in class sessions and rarely makes relevant contributions;  Student is rarely prepared for class;  Student almost never listens when others talk;  Student regularly misses deadlines.  A student who misses more than four class sessions risks failure of the entire course.</p>

A note on gauging your mid-semester grade status: I will submit warnings through Starfish after the first six weeks of the semester based on attendance and performance on lab exercises for students who are at risk of making a grade in the course below the state-mandated grade of C in a course required for licensure.

## Course Policies

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### **Academic Integrity**

UNCG considers academic dishonesty to be a serious offense. Dishonest behavior in any form, including cheating, plagiarism, deception of effort, and unauthorized assistance, may result in such sanctions as a failing grade on an assignment or failure in the course depending on the nature of the offense. Students must follow the guidelines of the University Policy on Academic Integrity:

<http://academicintegrity.uncg.edu/complete/>

### **Electronic Communication**

Students are responsible for checking Blackboard and UNCG email on a regular basis. Students are encouraged to utilize email and other forms of digital communication when interacting with the instructor (lctolber@uncg.edu). When using email, students are to be professional and courteous. Students should also remember email is an asynchronous form of communication. Thus, while a prompt response may be desired, it may not always be possible (especially late at night and on weekends). Students should allow at least 24 hours (48 hours on weekends) for a response. That said, the instructor answers emails in the timeliest fashion possible.

### **Late Assignment Penalty**

Meeting deadlines is an essential element of professional behavior. Please note that ***unless arrangements have been made well in advance of due dates***, assignments will be penalized by a 3% reduction in the final assignment 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, your grade average can recover from an F on an individual assignment more successfully than it can recover from a "0". It is better to turn in an incomplete assignment on time than to turn in nothing at all. See the participation rubric for additional information about how late assignments also affect your participation score. In other words, lateness counts twice. You are penalized on the assignment and you are penalized on your participation score.

## Required Texts/Readings/References

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American Historical Association Standards of Professional Conduct:

<http://www.historians.org/pubs/Free/ProfessionalStandards.cfm>

Burke, Edmund. "How to Write a Social Biography." <http://cwh.ucsc.edu/Writing.Social.Biogs.pdf>

Johnson, Michael P. Denmark Vesey and His Co-Conspirators. *William and Mary Quarterly* 58, no. 4 (October 2001): 913-976.

Paris, Jan et. al. *The Invisible Process: Ingenuity and Cooperation in Finding Women's Lives*. Project directed by Jan Paris ; concept and selection by Jan Paris & Lynn Holdzkom ; exhibit text by Jan Paris, Lynn Holdzkom & Elizabeth Chenault ; essay by Jan Paris. [Chapel Hill, N.C.] : Academic Affairs Library, University of North Carolina at Chapel Hill, c1997. [book on reserve in Jackson Library]

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

Rosenzweig, Roy. "Can History be Open Source? Wikipedia and the Future of the Past."

<http://chnm.gmu.edu/essays-on-history-new-media/essays/?essayid=42>. This article was originally published in *The Journal of American History* Volume 93, Number 1 (June, 2006): 117-46 and is reprinted by the Center for History and New Media with permission.

Schrum, Kelly and T. Mills Kelly. *An Introduction to World History Research Online*. New York: Bedford/St. Martin. <http://chnm.gmu.edu/essays-on-history-new-media/essays/?essayid=50>

Schrum, Kelly. *An Introduction to U.S. History Research Online*. New York: Bedford/St. Martin. <http://chnm.gmu.edu/essays-on-history-new-media/essays/?essayid=51>

Wineburg, Sam. "Reading Abraham Lincoln: An Expert/Expert Study in the Interpretation of Historical Texts." *Cognitive Science*, Vol. 22, No. 3 (1998): 319-346. [Use Journal Finder]

Abraham Lincoln biographies:

Wikipedia: [http://en.wikipedia.org/wiki/Abraham\\_Lincoln](http://en.wikipedia.org/wiki/Abraham_Lincoln)

American National Biography [use Library database for free access]

Library of Congress. "Does the Camera Ever Lie?" Read both case studies: The Case of Confused Identity and The Case of the Moved Body:

<http://memory.loc.gov/ammem/cwphtml/cwpcam/cwcam1.html>

Library of Congress. "Voices from the Days of Slavery" Collection

<http://memory.loc.gov/ammem/collections/voices/index.html>

# Course Schedule

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**21 August Course Overview and Introductions**

## *Unit 1: The Art of Historical Detection and the Fundamentals of Historical Research*

- Introduction to the research methodology and aims of professional historians.
- Context and Authority: evaluating the context in which a source was created—who, what, why, how, and when; questioning the creator’s motives, biases, and reliability as a source.
- Extracting Information and Evidence from the records: understanding differences in information and evidence; inferring evidence and drawing conclusions; defining historical significance.
- Following the Leads: uncovering the clues in documents that lead to other sources; creative thinking for moving to the next phase of research.
- Differences between primary and secondary sources; varieties of primary and secondary source materials

**28 August What Really Happened? How Do We Know What We Know?**

Read:

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

Johnson, Michael P. Denmark Vesey and His Co-Conspirators. *William and Mary Quarterly* 58, no. 4 (October 2001): 913-976.

**Lab Exercise 1 due. Post to Bb by 5:30 p.m.:** According to Presnell, “History is not merely a collection of facts and dates but, rather, the unfolding and telling of a story from the past, which always involves a degree of judgment and interpretation.” (p. 4) Consider how this idea relates to the challenges of studying the case of Denmark Vesey. How do we know what we know about the Vesey slave conspiracy? 1 page maximum; single-spaced. **Writing counts. Your work will be based on clarity of prose, paragraph development, use of specific examples from the reading; explanation of your reasoning.**

**4 September Wikipedia and Beyond: The Value and Limits of Reference Resources**

Read:

Presnell, 2. Reference resources

Rosenzweig, Roy. “Can History be Open Source? Wikipedia and the Future of the Past.”

<http://chnm.gmu.edu/essays-on-history-new-media/essays/?essayid=42>. This article was originally published in *The Journal of American History* Volume 93, Number 1 (June, 2006): 117-46 and is reprinted by the Center for History and New Media with permission.

**Lab Exercise 2 due. Post to Bb. by 5:30 p.m.:** compare the biographies of Abraham Lincoln in *Wikipedia* and *American National Biography*. Evaluate relative authority of these sources by explaining which Lincoln biography is more reliable and why. Why do scholars generally not cite reference sources in their scholarly publications? [Note that *American National Biography* is available online but you must use the Library subscription for free access. Search the title *American National Biography* in the Library catalog and use your UNCG username and password for access to reference source.] 1 page maximum; single-spaced. **Writing counts. Your work will be based on clarity of prose, paragraph development, use of specific examples from the reading; explanation of your reasoning.**

## 11 September Text, Context, and Subtext: The Nature of Historical Evidence

### Read:

Presnell, 6. The thrill of discovery: primary sources

Wineburg, Sam. "Reading Abraham Lincoln: An Expert/Expert Study in the Interpretation of Historical Texts." *Cognitive Science*, Vol. 22, No. 3 (1998): 319-346. [Use Journal Finder]

Read the interview with historian Laurel Thatcher Ulrich about her research on Martha Ballard:

[http://dohistory.org/book/100\\_interview.html](http://dohistory.org/book/100_interview.html); and the two cases: "Martha Ballard and a 'Man-Midwife' and "One Rape-Two Stories" <http://dohistory.org/DHindex.html>

**Lab Exercise 3 due: Post to Bb. by 5:30 p.m.** Go to the "Doing History" section

(<http://dohistory.org/DHindex.html>) of the website [dohistory.org](http://dohistory.org). Explore **both** the case of "Martha Ballard and a 'Man-Midwife' and the case of "One Rape-Two Stories" <http://dohistory.org/DHindex.html>. Read each case study carefully and answer the following questions using specific examples from the case study and from other appropriate assigned reading. Why is it necessary to use more than one type of primary source to do historical research effectively? How did Ulrich use other primary sources to define **historical significance** and build a **historical context** for understanding information in Martha Ballard's diary? How do you interpret documents that tell **different stories about the same event**? How do historians use text, subtext, and context to read primary sources as experts? [2 page maximum, single-spaced.] **Writing counts. Your work will be based on clarity of prose, paragraph development, use of specific examples from the reading; explanation of your reasoning.**



Student scrapbook, 1911



Photograph of burned out dorm, 1904

STATE NORMAL AND INDUSTRIAL SCHOOL.  
APPLICATION.  
March 1st 1900  
Name Anna Kirggy Bagwell  
Post Office Cassady, Tenn  
County in which you live. Hardwell  
Date of birth January 25, 1884  
Do you intend to take the pledge to become a teacher and apply for free tuition? Yes  
Do you desire to enter the competitive examination, if one should be held in your county this year to decide who shall have the right to board in the dormitories from your county?  
Yes, if one should be held  
Failing to get the appointment to board in the dormitories, are you willing to board in a private family and enter the institution?  
I prefer boarding in a private family  
Do you wish to enter as a tuition-paying student?  
No  
How long do you expect to remain a student in the institution?  
3 years

Anna Bagwell's application for admittance into the State Normal and Industrial College, March 1, 1900

Miss Hood.  
This record is for the year of the typhoid epidemic. Notations have been made for the girls who were sick and dates given for those who died. It is also a record of how many planned to return. Most of the names are checked; by others. These are some comments.  
I thought you might like to make some descriptive note for the folder.  
Elisabeth Bowles  
Miss Bowles, teacher of English at Curry School. Dissertation for Th. D. degree was on history of the Women's College.  
M. Hood Sept. 11, 1964

English teacher Elisabeth Bowles letter about typhoid epidemic, 1899

## Unit 2: Locating, Deciphering, and Evaluating Relevant Resources

- Understanding Manuscripts and Archives: organization and description of manuscripts and archival records; roles of curators, archivists, conservators—collecting, preserving, arranging, describing, and instructing; archival repositories—missions, policies, and procedures; institutional records, private papers, and public records.
- Delineating the project's scope; defining topic; and outlining sources needed for project
- Search strategies: listing terms, continuous refinement of topic and search strategies, using online catalogs and search engines.
- Using finding aids: navigating the description and arrangement of a collection.

**18 September**      **University Archives Project: Introduction to Using University Archives Meet at Special Collections, Hodges Reading Room, in Jackson Library. Workshop led by archivists Kathelene McCarty Smith and Hermann J. Trojanowski.**

Read:

Paris, Jan et. al. *The Invisible Process: Ingenuity and Cooperation in Finding Women's Lives*. Project directed by Jan Paris ; concept and selection by Jan Paris & Lynn Holdzkom ; exhibit text by Jan Paris, Lynn Holdzkom & Elizabeth Chenault ; essay by Jan Paris. [Chapel Hill, N.C.] : Academic Affairs Library, University of North Carolina at Chapel Hill, c1997. [book on reserve in Jackson Library]

**25 September**      **Locating and Evaluating Sources: Building an Effective Bibliography**

Read:

Presnell, 3. Finding monographs and using catalogs

Presnell, 4. Finding journals, magazines, and newspapers: using indexes

Presnell, 5. Evaluating your sources

- Finding Aid for *Charles Duncan McIver Records, 1855-1906*  
**Discussion Board Assignment:** This guide contains general information about Dr. McIver and a listing of what each box contains. You will need to look at the finding aid to determine which box or boxes you want to use for your project. Use this finding aid to locate at least one source relevant to evaluating your student's life. **Post your selection and explain your reasoning for choosing this source on the Discussion Board by noon on 24 September.**

**2 October**      **Citations, Note-taking and Getting it Right: The Importance of Accuracy**

Read:

American Historical Association Standards of Professional Conduct:

<http://www.historians.org/pubs/Free/ProfessionalStandards.cfm>. Read sections 1-4.

Lohner, Myrtle M. "Customer Attitude Toward Chicago Grocery-Store Practices," *The Journal of Business of the University of Chicago*, Vol. 10, No. 3 (Jul. 1937): pp. 233-250.

**Discussion Board Assignment.** Your research question is: How did shoppers respond to self-service shopping before World War II? Is Lohner a primary source or a secondary source for this research question? What kinds of notes would you take on this source to address that research question? The idea here is to describe the types of information you would record in your notes. Include some specific examples to illustrate your points. **Post your response to these questions on the Discussion Board by noon on 1 October.**

### *Unit 3: Deciphering*

- Handwriting: challenges of reading 19<sup>th</sup> century longhand
- Listening: effective use of oral history and other sound recordings; understanding the significant insights gained from hearing rather than reading, including the subtleties of intonation, pitch, volume, pauses, etc.
- Language: changes in meaning of words and phrases; slang, resources for deciphering cryptic language.
- Visual sources: analyzing photographs; recognizing perspective—what images do and do not reveal
- Digitized primary sources: advantages and disadvantages of armchair research.

## 9 October Digitized Primary Sources

### Read:

Presnell, 7. History and the Internet

Schrum, Kelly and T. Mills Kelly. "An Introduction to World History Research Online." New York: Bedford/St. Martin. <http://chnm.gmu.edu/essays-on-history-new-media/essays/?essayid=50>

Schrum, Kelly. "An Introduction to U.S. History Research Online." New York: Bedford/St. Martin. <http://chnm.gmu.edu/essays-on-history-new-media/essays/?essayid=51>

**Lab Exercise 4 due:** Compare the organization and resources of at least two different digitized collections mentioned in one of the Schrum articles. Choose either world history sites to compare with each other or U.S. history sites to compare with each other. **Writing counts. Your work will be based on clarity of prose, paragraph development, use of specific examples from the reading; explanation of your reasoning.**

## 16 October FALL BREAK

19 October **Lab Rewrite due. Post to Bb by midnight.**

## 23 October Evidence and Context: Using the Bibliography to Evaluate Effective Research Design

**Archive Project: Annotated Bibliography due. Post to Bb by noon on 22 October.** Be sure to include primary and secondary sources essential for analyzing your student's life. Also be sure to include secondary sources that can help you contextualize your student's life in the history of the institution and in some broader aspect of women's history beyond the institution. Note that this assignment is worth 5% of your final archive project grade. It must be complete for full credit.

## 30 October Visual and Oral 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

Library of Congress. "Does the Camera Ever Lie?" Read both case studies: The Case of Confused Identity and The Case of the Moved Body:

<http://memory.loc.gov/ammem/cwphtml/cwpcam/cwcam1.html>

Library of Congress. "Voices from the Days of Slavery" Collection

<http://memory.loc.gov/ammem/collections/voices/index.html>

**Lab Exercise 5 due:** Either Photo analysis OR Oral history analysis. **Writing counts. Your work will be based on clarity of prose, paragraph development, use of specific examples from the reading; explanation of your reasoning.**

## *Unit 4: Contextualizing and Interpreting Primary Sources in Writing*

- Critical Evaluation of Sources: individual and collective analysis of records and the development of a thesis.
- Historiography: Assessing historians' agreements and disagreements about what the evidence means.
- Synthesis: drawing of ideas, information and evidence around a thesis
- Effective Quoting and Paraphrasing
- Citation: Efficient methods of tracking sources during research; proper methods of citation; scholarly and ethical responsibilities, avoiding plagiarism.
- Beyond reporting findings: writing as integral to discovery and the research process in history

### **6 November Thesis workshop: Peer Review/Bio draft due**

#### Read:

Burke, Edmund. "How to Write a Social Biography." <http://cwh.ucsc.edu/Writing.Social.Biogs.pdf>

American National Biography entry on Martha Ballard by Laurel Ulrich

**Archive Project: Peer Review Workshop. Post bio draft to Bb by noon on 5 November.** Note that this assignment is worth 5% of your final archive project grade. It must be complete for full credit.

**13 November Writing Workshop: Revising the Draft.** Use the feedback from your peer review session to revise your draft. **Post your revised draft to Bb by noon on 12 November.** Note that this assignment is worth 10% of your final archive project grade. It must be complete for full credit.

#### Read:

Presnell, 10. Presenting your research: traditional research paper, Powerpoint, or website?

**20 November Putting It All Together: The Challenges, Possibilities, and Limits of Historical Research**

**27 November Final Archives Project due.**