



# Historical Methods for Social Studies

## COURSE GUIDE\*

HIS 430/WI/RI

Spring 2011

Prof. L. Tolbert

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Hours: T/Th, 2:00-3:00 and 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

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

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 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 a single primary source document.
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 a primary source document in different ways.
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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Participation	10%
Draft Research Portfolio	40%
Final Research Portfolio	50%

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

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

1. Consistent attendance—This class will operate as a seminar and workshop, 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, attendance is mandatory and consistent attendance is essential to your learning in this course. See attendance policy below.
2. Thorough preparation for class—Readings must be completed before class and assignments must be turned in on time. Students who must miss a class are responsible for completing all assignments and readings for the next class.
3. Research exercises are scheduled throughout the semester to help you develop specific elements of your Research Portfolio. Specific instructions will be provided in class and posted to Bb as necessary throughout the semester. These research exercises will be the basis of class discussion and it is essential that they be completed on time. If the research exercise requires a written response, **one point will be subtracted from the final portfolio grade for every late research exercise.** Exercises that are more than three days late will not be counted for participation credit. **Repeated failure to complete the research exercises on time will result in an F for participation.** All research exercises should be posted to the appropriate Team folder on the Bb

Discussion Bd. by 8:00 a.m. on the Wednesday before class. Do not wait until the last minute to complete these assignments. See additional information about the policy on late assignments below.

4. 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.

Ten percent may seem like a small amount in the overall grade, but it can make a significant difference in the final grade for the course. 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.

**Draft Research Portfolio (40%; SLO 1-5) due March 4** Specific elements of the portfolio will be developed in research exercises scheduled throughout the semester. You will have the opportunity to use peer and instructor feedback to revise your research exercises for the graded portfolio. By mid-semester, when the draft portfolio is due, you will have completed the following elements:

- Document summary and research questions (SLO 1-3; 4-5)
- Annotated document with analysis (SLO 1-5)
- Analytical chronology (SLO 2, 3, 5)
- Annotated bibliography for one research question (SLO 4-5)

Specific instructions for the draft portfolio will be provided in class and posted to Bb as the semester unfolds.

### **Final Research Portfolio (50%; SLO 1-7) due April 28**

Elements of the Final Portfolio include:

- Revised documents from the draft portfolio (SLO 1-5, 7)
- Encyclopedia entry with references focusing on historical context for understanding the document (2 page maximum)(SLO 3-6)
- Comparative chronology showing how to contextualize the document in two different ways (2 page maximum) (SLO 3, 5)
- Annotated bibliographies for two different projects inspired by one primary source document. (SLO 1-6)
- Comparative Analysis of the two research projects—how did the document inspire each project idea? How would this document be used in different ways to develop the two different projects? What other kinds of primary sources would you need for each project? (SLO 1-5)

Specific instructions for the final portfolio will be provided in class and posted to Bb as the semester unfolds.

A note on gauging your mid-semester grade status: I will submit unsatisfactory reports after the first six weeks of the semester based on attendance and performance on research exercises for students who are at risk of making a grade in the course below the Teacher's Academy threshold of 2.75.

## 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***, the draft and final portfolios 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 section for additional information about penalties for turning in late research exercises.

### Attendance Policy

Attendance is mandatory and is counted as part of the overall participation grade. Students may be absent for 2 classes without penalty. Documentation for absences will not be collected except in cases where an extended absence may be necessary. **There will be a 3% reduction of the student's final grade for each absence after the first 2.** Beyond even this penalty, a student who seriously neglects attendance and class preparation risks failing the course. I will take attendance at the beginning of every class. You must attend at least two hours of the class period to be counted for full attendance for the class. If the University is closed for snow you will not, of course, be counted absent. If it snows and the University is open, class will be held as scheduled and attendance counts. In the event that I am unable to attend class due to unforeseen circumstances I will distribute an email message and post an announcement to Bb at least two hours (if possible) before class is scheduled to begin.

# Required Texts/Readings/References

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## **Books:**

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.

## **Websites:**

American Historical Association Standards of Professional Conduct:

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

National Humanities Center Toolbox Library: Primary Resources in U.S. History and Literature

<http://nationalhumanitiescenter.org/pds/index.htm>

PATH: Lighting Your Way From Research to Writing: <http://library.uncg.edu/depts/ref/tutorial/>

# Course Schedule

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## *January 13 Course Overview and Introductions*

\*\*\*\*\*January 19th\*\*\*\*\*

Email me, [lctolber@uncg.edu](mailto:lctolber@uncg.edu), your top three Toolbox choices by noon. 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.

## *Jan. 20 Historical Thinking and the Research Process*

Introduction to National Humanities Center Toolbox Library; Strategies for selecting a primary source document for your research project

### **Read:**

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

Galgano et al. Introduction and 1.What is History? And pp. 19-20 compared to pp. 168-179

## **Research Exercises:**

1. 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>

2. Compare the prospectus on pp. 19-20 in Galgano et. al. to Jack Sheehan's final paper in Appendix B, pp. 168-179 and be prepared to compare the research goals stated in the prospectus with the final product of Jack Sheehan's research.

**Jan. 27**      ***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

**Research Exercise:** Document Summary and Research Questions. Post to your team folder on Bb **by 8:00 a.m. on Wednesday January 26. All team members should read all of the materials posted to the team folder and be prepared to discuss them in class.**

**Feb. 3**      ***Using Encyclopedias and Other Reference Resources as Research Tools***

**Read:**

Presnell, 2. Reference resources

Galgano et al., 3. Tools for Analysis — Secondary Sources; and Appendix A.

**Research Exercise:**

Complete the Introductory Quiz and Modules 1-4 of [PATH: Lighting Your Way From Research to Writing](http://library.uncg.edu/depts/ref/tutorial/): <http://library.uncg.edu/depts/ref/tutorial/>. Be sure to log-in to the tutorial to officially track your progress. Email me ([lctolber@uncg.edu](mailto:lctolber@uncg.edu)) official notification from the tutorial that you have completed the assigned modules by the due date (5:30 p.m. on Feb 3). Late notification will result in a one-point deduction from the participation grade for each day the notification is late.

**Feb. 10**      ***What is Historical Context and Why Does it Matter for Effective Research Design?***

**Read:**

Galgano et al., pp. 34-35; pp. 57-61

**Research Exercise:** Annotated document with analysis due **by 8:00 a.m. on Wednesday February 9. All team members should read all of the materials posted to the team folder and be prepared to discuss them in class..**

**Feb. 17**      ***Using Bibliographic Development to Create a Focused Research Question***

**Read:**

Presnell, 3. Finding monographs and using catalogs

Galgano et al., 2. Locating the Sources.

**Research Exercise:**

Complete the Modules 5-10 and the Final Quiz of [PATH: Lighting Your Way From Research to Writing](http://library.uncg.edu/depts/ref/tutorial/): <http://library.uncg.edu/depts/ref/tutorial/>. Be sure to log-in to the tutorial to officially track your progress. Email me ([lctolber@uncg.edu](mailto:lctolber@uncg.edu)) official notification from the tutorial that you have completed the assigned modules by the due date. The due date is 5:30 p.m. on Feb. 17. Late notification will result in a one-point deduction from the participation grade for each day the notification is late.

**Feb. 24**      ***Evaluating Secondary Sources: Using Book Reviews to Evaluate Monographs***

**Read:**

Presnell, 4. Finding journals, magazines, and newspapers : using indexes; 7. History and the Internet

Galgano et al., 2. Locating the Sources.

**Research Exercise:**

Bibliography for one research question with sample annotation due **by 8:00 a.m. on Wednesday February 23. All team members should read all of the materials posted to the team folder and be prepared to discuss them in class.**

**March 3**      ***Using Bibliographic Development to Revise Your Research Question(s)***

**Read:**

Presnell, 5. Evaluating your sources, 7. History and the Internet

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

\*\*\*\*\***March 4**\*\*\*\*\*

**Draft Portfolio due.** Post to my digital dropbox in Bb by 5:00 p.m.

**March 10**      ***SPRING BREAK***

**March 17**      ***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.

American Historical Association Standards of Professional Conduct:

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

**March 24**      ***Portfolio Workshop***

**Research Exercise:** Bibliography for second project and comparative chronology due **by 8:00 a.m. on Wednesday March 23. All team members should read all of the materials posted to the team folder and be prepared to discuss them in class.**

**March 31**      ***Writing as a Research Method***

**Read:**

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

**Research Exercise:** Encyclopedia entry with references focusing on historical context for understanding the document due **by 8:00 a.m. on Wednesday March 30. All team members should read all of the materials posted to the team folder and be prepared to discuss them in class.**

**April 7**      ***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  
Galvano et al., 4. Primary Evidence

**April 14**      ***Portfolio Workshop/Strategies for Presenting Historical Research Findings***

Considering audience, format, and different types of historical writing

**Read:**

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

**April 21**      ***Summations and Evaluations. Final Portfolio due.***