



Excerpt from Martha Ballard's Diary, 9-10 October 1794, <http://dohistory.org/man-midwife/diary10-94/index.html>

Historical Methods for Social Studies

COURSE GUIDE*

HIS 430/WI/RI

Spring 2013

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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

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 engage in the creative process of original 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 for an overview of <http://www.ncpublicschools.org/docs/educatoreffect/ncees/standards/prof-teach-standards.pdf> 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.*

Evaluation and Grading

| | |
|---|-----|
| Research Lab Exercises | 50% |
| UNCG Archive Project | 50% |
| <ul style="list-style-type: none">• annotated bibliography is worth 5% of archive project grade• preliminary draft is worth 5% of archive project grade• complete first draft is worth 10% of the archive project grade | |

Lab Exercises (50%; 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 may 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). 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 March 1** is so that you can have time to thoughtfully apply the advice you receive for revision. Do not use your session in the Writing Center simply for proofreading your final draft to make cosmetic corrections. Focus on clarifying the organization of your ideas, the clarity of your reasoning (improving your topic sentences, for example), and the effective explanation of appropriate examples (paragraph organization, for example). Rewrites submitted with documentation from the Writing Center dated after March 1 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, March 8**. 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 effectiveness 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
- preliminary draft is worth 5% of archive project grade
- revised draft with revised bibliography is worth 10% of the archive project grade

All of these assignments must be complete for full credit.

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

Participation and Attendance Policy

1. **Consistent attendance**— Attendance is mandatory. This is a seminar, 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. I will take attendance at the beginning of every class. You must attend at least one hour 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. Documentation for absences will not be collected except in cases where an extended absence may be necessary (for example, hospitalization). **There will be a 3% reduction of the student's final grade for each absence after the first 3.** Beyond even this penalty, a student who seriously neglects attendance and class preparation risks failing the course.

2. Thorough preparation for class—readings must be completed before class and assignments must be turned in on time, including ungraded Discussion Board postings. **Failure to submit Discussion Board postings by the deadline will result in 2 points subtracted from your Lab Exercise average for each skipped Discussion Board assignment.** Postings must be complete and must fully address the question for credit. Some Discussion Board questions are identified in the course schedule below. Additional discussion board questions may be assigned as the semester unfolds.
3. Regular contributions to class discussions—participation is not formally graded as a specific percentage of the final grade but the success of this course for your learning depends on active intellectual engagement with your peers. Peer review will be integral to development of your archive project.

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://sa.uncg.edu/handbook/academic-integrity-policy/>

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***, Lab Exercises and Archive Project 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.

Required Texts/Readings/References

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>

Egerton, Douglas R. “Forgetting Denmark Vesey: Or, Oliver Stone Meets Richard Wade.” *The William and Mary Historical Quarterly*. Vol. 59, No. 1 (Jan. 2002): 143-152.

- Johnson, Michael P. Denmark Vesey and His Co-Conspirators. *William and Mary Quarterly* 58, no. 4 (October 2001): 913-976.
- 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.
- Morgan, Philip D. "Conspiracy Scares." *The William and Mary Historical Quarterly*. Vol. 59, No. 1 (Jan. 2002): 159-166.
- Presnell, Jenny L. *The Information-Literate Historian: A Guide to Research for History Students*. New York: Oxford University Press, 2013.
- 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]

Course Schedule

January 15 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

January 17 Developing Effective Research Questions

Read:

Presnell, 1. *Historians and the Research Process: Getting Started*

January 22 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.

Denmark Vesey biographies in Wikipedia and American National Biography

Discussion Board Assignment: Evaluating Reference Sources. Due by 8:00 a.m. on Tuesday

January 22. Compare the biographies of Denmark Vesey in *Wikipedia* and *American National Biography*. Evaluate the relative authority of these reference sources by explaining which Vesey biography is more reliable and why. In your Discussion Board posting list the specific criteria you used to evaluate the relative authority of these two reference sources. Use the assigned reading to identify appropriate criteria. [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. **Do not wait until the last minute to complete this assignment. There is a limit to the number of users who can access the online version of *American National Biography* at one time.**]

January 24 What Really Happened? How Do We Know What We Know?

Read:

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 8:00 a.m. on Thursday, Jan. 24. Denmark Vesey I: limits of history/history as interpretation. 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 by evaluating how historians know about the Vesey slave conspiracy. Focusing particularly on the records of the trial, how were these documents created and how does that influence the ways historians should interpret them? 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.**

January 29 What Really Happened? How Do We Know What We Know?

Read:

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

January 31 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; and the two cases: "Martha Ballard and a 'Man-Midwife' and "One Rape-Two Stories" <http://dohistory.org/DHindex.html>

February 5 Historical Context and Historical Significance

Read:

Read the interview with historian Laurel Thatcher Ulrich about her research on Martha Ballard: 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 2 due: Post to Bb. by 2:00 p.m. Martha Ballard: Historical Context and Significance

Go to the “Doing History” section (<http://dohistory.org/DHindex.html>) of the website 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**? [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.
Name *Anna Bagwell Bagwell*
Post Office *Warrenton, Ore.*
County in which you live *Clatsop*
Date of birth *January 25, 1884*
Do you intend to take the pledge to become a teacher and apply for free tuition? *Yes*
(See catalogue, page 43, for pledge.)
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?
2 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 epidemics. 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 Ph. D., Degree was on history of the Women's College.
M. Hood Sept. 11, 1904

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.
- Historiography: Assessing historians’ agreements and disagreements about what the evidence means.

February 7 History of UNCG
Meet at Special Collections, Hodges Reading Room, in Jackson Library.
Workshop led by archivist Kathelene Smith.

February 12 University Archives Project: Introduction to Using University Archives
Meet at Special Collections, Hodges Reading Room, in Jackson Library. Workshop led by archivists Hermann J. Trojanowski and Keith Gorman.

February 14 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

February 19 Locating and Evaluating Sources: Building an Effective Bibliography

Discussion Board Assignment, post by noon on Monday Feb. 18: Mamie Banner: Developing Historical Context Beyond the Institution

Mamie Banner was a student at the North Carolina State Normal and Industrial College in the early 1900s. Review the documents about her student experience posted to Bb. and find one scholarly journal article and one book that can help to contextualize her experience **beyond the institution**. Post your two citations to the Discussion Board and explain the research rationale for your choices. How will this scholarship help to contextualize Banner's experience beyond the institution?

February 21 Historiography: Was There Really a Slave Conspiracy?

Read:

Egerton, Douglas R. "Forgetting Denmark Vesey: Or, Oliver Stone Meets Richard Wade." *The William and Mary Historical Quarterly*. Vol. 59, No. 1 (Jan. 2002): 143-152.

Morgan, Philip D. "Conspiracy Scares." *The William and Mary Historical Quarterly*. Vol. 59, No. 1 (Jan. 2002): 159-166.

Lab 3 due by 2:00 p.m. on Feb. 21. Denmark Vesey II: Historiography

Why is it important to consider more than one historian's interpretation when doing in depth research? Address this question by evaluating two historians who disagree in their interpretation of evidence documenting the 1822 slave conspiracy trials in Charleston. What are the main disagreements? What evidence do they use to support their reasoning? Are their disagreements mostly based on text (focused on different texts for example), subtext, or context? Which historian's interpretation do you find most persuasive and why? 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.**

February 26 Citations, Note-taking and Getting it Right: The Importance of Accuracy

Read:

Review Presnell, pp. 16-20.

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, post by noon on Monday February 25. 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. Go beyond the idea of quoting or paraphrasing specific text to consider the questions Presnell identifies on p. 161 in your note-taking strategy. Include some specific examples to illustrate your points.

Unit 3: Deciphering

- Handwriting: challenges of reading 19th 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.
- Historical statistics: challenges of interpreting statistical data including consideration of how the data was collected, for what purpose, and what patterns the data show.

February 28 Evaluating Historical Statistics

Read:

Presnell, 10. Statistics: Quantifying History

Lab Exercise 4 due by 2:00 p.m. on Feb. 28. Analyzing Statistical Evidence. Instructions will be provided in advance. You will use census materials and a social science survey to evaluate the purposes of collecting statistical data, how the data was collected, what patterns the data show, and what interpretive challenges the data presents.

March 5 Evidence and Context: Using the Bibliography to Evaluate Effective Research Design

Archive Project: Annotated Bibliography due. Post to Bb by noon on March 4 for peer review. 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.

March 7 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>

Discussion Board Assignment, post by noon on Monday, March 6. Describe the most important criteria for evaluating websites designed for primary source research. What important differences (if any) should researchers consider when doing world history research compared to U.S. history research?

March 8 Lab Rewrite due by 5:00 p.m.

March 12-14 Spring Break

March 19 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>

March 21 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 by 2:00 p.m. on March 21. 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

March 26 Thesis workshop I

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

Presnell, 11. Presenting Your Research: Traditional Research Paper, Powerpoint, or Website?

- March 28** **Thesis workshop II**
Draft Thesis statements due by 5:00 p.m. on March 27.
- April 2** **Archive Project: Peer Review Workshop.**
Post bio draft to Bb by noon on 1 April. Note that this assignment is worth 5% of your final archive project grade. It must be complete for full credit.
- April 4** **Writing Workshop: Introductions**
- April 9** **Writing Workshop: Historical Context I**
- April 11** **Revised draft due by 2:00 p.m. on April 11.** Note that this assignment is worth 10% of your final archive project grade. It must be complete for full credit.
- April 16** **Writing Workshop: Revising the Draft/Historical Context II**
- April 18** **Writing Workshop: Effective Quoting and Paraphrasing/Citation**
- April 23** **Writing Workshop**
- April 25** **Summations and Evaluations. **Final Archives Project due****
- [April 30** **Last day of classes (Friday schedule)]**