



Class of 1918 Scrapbook, page 6. Martha Blakeney Hodges Special Collections and University Archives, University Libraries, The University of North Carolina at Greensboro.

# Historical Methods for Social Studies

## COURSE GUIDE\*

HIS 430/WI/RI  
2014

Spring

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2109  
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given

Office: MHRA

Hours: by appointment gladly

*\*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](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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Research Lab Exercises	50%
UNCG Archive Project	50%

### **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](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.

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

You will use a variety of archival materials in the UNCG University Archives to analyze a student scrapbook produced at Women's College sometime between the 1910s and the 1950s. You will work in teams to develop a research plan for contextualizing your assigned scrapbook within the history of the institution and beyond the institution. The final product will be a research portfolio that documents both collaboration of the team and individual research contributions. The results of your research will be available for other researchers in University Archives. The final research portfolio will be evaluated based on overall excellence—including evidence of effective collaboration, 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 project 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 15% of the final project grade as follows:

- preliminary draft (due April 1) is worth 5% of archive project grade
- revised draft (due April 10) with revised bibliography is worth 10% of the archive project grade

Both of these assignments must be complete to earn 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**

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### **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. If you are experiencing a personal crisis that requires you to miss more than 2 classes, please let me know *at that time* (not afterwards).

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. These may be revised for clarity of purpose and 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

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**Books:** (available at UNCG Bookstore)

Garvey, Ellen Gruber. *Writing with Scissors: American Scrapbooks from the Civil War to the Harlem Renaissance*. NY: Oxford University Press, 2013.

Presnell, Jenny L. *The Information-Literate Historian: A Guide to Research for History Students*. New York: Oxford University Press, 2013.

Rampolla, Mary Lynn. *A Pocket Guide to Writing in History*. NY: Bedford/St. Martin's, 2012.

### **Chapters and Journal Articles:**

American Historical Association Standards of Professional Conduct:

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

Katherine Ott, Susan Tucker, and Patricia P. Buckler. "An Introduction to the History of Scrapbooks," pp. 1-28 and endnotes, pp. 281-288. From *The Scrapbook in American Life* edited by Susan Tucker, Katherine Ott, and Patricia P. Buckler. Philadelphia: Temple University Press, 2006. [ereserves on Bb]

"Reading Primary Sources: Slave Narratives with commentary and sidebar notes by Kathryn Walbert: <http://www.learnnc.org/lp/editions/thinking-guide-slave-narrative/?ref=search>

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>

## Course Schedule

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January 14 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 16 Scrapbooks as Historical Evidence**

Read:

Garvey Introduction, Chapter 1

### **January 21 Scrapbooks in Historical Context**

Read:

Garvey, Chapter 2-3

### **January 23 Authorship and Historical Significance**

Read:

Garvey, Chapter 4-5

### **January 28 Scrapbooks in Archives**

Read:

Garvey, Chapter 6

**Lab 1: Evaluating Garvey’s Research Design due by 9:00 a.m. on January 27.**

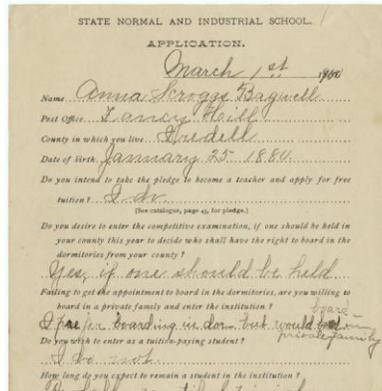
### **January 30 Research Design and Writing Workshop: Introduction to the Scrapbook Project.**



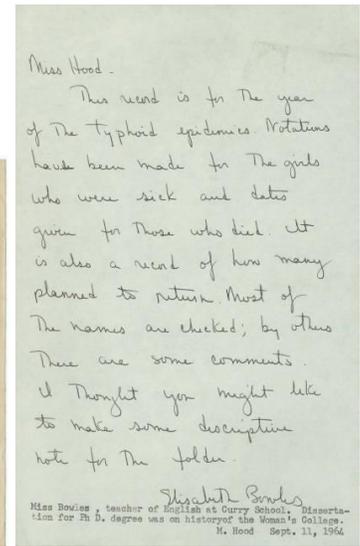
Student scrapbook, 1911



Photograph of burned out dorm, 1904



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



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 4 History of UNCG**  
**Meet at Special Collections, Hodges Reading Room, in Jackson Library.**  
**Workshop led by archivists Kathelene Smith and Keith Gorman.**

**February 6 University Archives Project: Introduction to Using University Archives**  
**Meet at Special Collections, Hodges Reading Room, in Jackson Library. Workshop led by archivists Kathelene Smith and Keith Gorman.**

**February 11 Developing Effective Research Questions**  
Read:  
 Presnell, 1. *Historians and the Research Process: Getting Started*

**Lab 2: Taking Inventory of the Scrapbook**, Developing Preliminary Research Questions. (Peer Review in class). **Due by 9:00 a.m. on February 10.** Revise based on peer review. Revisions submitted

by Friday Feb. 14). Provide a basic overview of the scrapbook. Decide as a team how to assign pages for description in the inventory. What questions would Garvey ask about this scrapbook? What historical context beyond the institution seems most important at this point for analyzing the scrapbook? Team report with individual contributions identified.

## February 13            **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.

### **Discussion Board Assignment: Evaluating Reference Sources. Due by 9:00 a.m. on Wednesday Feb.**

**12.** Choose **one** of the following subjects: Mark Twain, Frederick Douglass, or Susan B. Anthony. Compare two biographies of your selected subject, one from *Wikipedia* and the other from *American National Biography*. Evaluate the relative authority of these two reference sources by explaining which Twain 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.**]

## February 18            **Text, Context, and Subtext: The Nature of Historical Evidence**

### Read:

Presnell, 6. The Thrill of Discovery: Primary Sources

"Reading Primary Sources: Slave Narratives with commentary and sidebar notes by Kathryn Walbert: <http://www.learnnc.org/lp/editions/thinking-guide-slave-narrative/?ref=search>. This will be the model for your Lab 4 assignment. Pay attention to commentary and sidebar notes to identify appropriate types of annotations you might create for your scrapbook page.

## February 20            **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 25

## Historiography: Comparing Scrapbook Interpretations

### Read:

Katherine Ott, Susan Tucker, and Patricia P. Buckler. "An Introduction to the History of Scrapbooks," pp. 1-28 and endnotes, pp. 281-288. From *The Scrapbook in American Life* edited by Susan Tucker, Katherine Ott, and Patricia P. Buckler. Philadelphia: Temple University Press, 2006. [ereserves on Bb]

Review Garvey, *Writing With Scissors*.

**Lab 3: Historiography due by 9:00 a.m. on Feb. 24:** Compare Katherine Ott et. al., "An Introduction to the History of Scrapbooks" to Garvey's history of scrapbooking. Why is it important to consider more than one historian's interpretation when doing in depth research? Address this question by evaluating at least two important examples that show how the two different readings provide different insights on the history of scrapbooks. Focus on differences of interpretation rather than on differences in subject matter/content. 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.**

## Unit 3: Deciphering

- Handwriting: challenges of reading cursive handwriting.
- 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 27

## 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.

**Lab 4: Annotating a Scrapbook Page with bibliography and team report. Due Feb. 26 by 9:00 a.m.** How did the team decide which pages to annotate? How were these choices related to your research questions? How did the annotation research change the research questions? Consider authorship.

What questions would Garvey ask about your selected page? Team report with individual contributions identified.

#### March 4 Digitized Primary Sources. Part 1. Evaluating Websites

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 9:00 a.m. on March 3.** 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 6 Digitized Primary Sources. Part 2. Comparing Digitized Primary Sources to the Original Source.

### March 11-13 Spring Break

#### March 18 Evaluating Historical Statistics

Read:

Presnell, 10. Statistics: Quantifying History

**Lab 5: Comparing the Digitized and the Original Scrapbooks. Due by 9:00 a.m. on March 17.**

Detailed instructions will be provided in advance of the due date.

#### March 20 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>

**Discussion Board Assignment re. visual and oral sources. Due by 9:00 a.m. on March 19.**

Instructions will be provided in advance of the due date.

## 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 25 Thesis workshop I

#### Read:

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

**Lab 6: Annotated Research Bibliography with Revised Research Questions due by 9:00 a.m. on March 24.** Peer Review. (March 25/27) Team report with individual contributions identified.

### March 27 Thesis workshop II

**Draft Thesis statements due by noon on March 26.**

### April 1 Archive Project: Peer Review Workshop.

**Post draft to Bb by 9:00 a.m. on 31 March.** Note that this assignment is worth 5% of your final archive project grade. It must be complete for full credit.

### April 3 Writing Workshop: Introductions

### April 8 Writing Workshop: Historical Context I

**April 10 Revised draft due.** Note that this assignment is worth 10% of your final archive project grade. It must be complete for full credit.

### April 15 Writing Workshop: Revising the Draft/Historical Context II

### April 17 Writing Workshop: Effective Quoting and Paraphrasing/Citation

### April 22 Writing Workshop

### April 24 Summations and Evaluations. **Final Archives Project due**

### [April 29 Last day of classes (Friday schedule)]