Historical Methods for Social Studies  
COURSE GUIDE*  

**HIS 430/WI**  
Spring 2018  

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Office: MHRA 2109  
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. You will develop a case
study project based on runaway slave ads in nineteenth-century North Carolina newspapers. The ultimate goal of the course is to engage in the creative process of original research and interpretation of historical evidence.

**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 scholarship and primary 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.
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://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.

**Writing and the Historical Research Process**

It is appropriate that you will be earning writing intensive credit for this course. Not because of the sheer volume of writing you will be doing. But because writing is so integral to the research and discovery process in the discipline of history. From the skills of effective note-taking and accurate transcription in the initial data collection process, to the first stages of analysis when you begin to identify patterns in what your evidence shows, to the ultimate interpretation of what the evidence means, different kinds of writing are essential for every stage of the research process. You will practice all of these forms of writing as your research develops. Along the way you will be learning to engage in peer review of writing as an important tool for sharpening your thinking about what your evidence means. Look for the different ways that writing works in the research process so that you can use those strategies in your research later in the history major.

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**Assignments**

**Unit 1 Assignment (15%): Collecting Data**

Scan and Transcribe Runaway Slave Ads
Unit 2 Assignment (25%): Preliminary analysis of patterns in the data
Evaluate Authority of runaway ads as historical evidence (consider history of newspapers, authorship of ads, impact of digitization); Data Collection Sheet with Transcriptions

Unit 3 Assignment (30%): Research Design
Annotated Bibliography: design a research focus for contextualizing runaway slave ads. (must include 2 different kinds of primary sources besides the ads; and about 7-10 secondary sources; at least one book; at least one journal article

Unit 4 Assignment (30%): Historical Interpretation
Write a 1500 word analysis of your runaway slave ads using at least 2 secondary sources and one primary source from your bib.

Discussion Board assignments are “graded” as complete/incomplete. They are designed to practice the kind of informal writing that is an important part of the research process.

A note on gauging your mid-semester grade status: I will submit regular reports through Starfish 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. Almost half of the grade for this course will be completed before spring break. The assignments are designed to foster steady development of your research process throughout the semester. There will be regular opportunities for peer review and instructor feedback on your written work.

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 inclement weather 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. If I am unable to attend class due to unforeseen circumstances I will distribute an email message and post an announcement to Canvas 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). Practice the kind of responsible communication and professional behavior you will be expected to demonstrate as a teacher.

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 Unit Assignment for each skipped Discussion Board assignment. Postings must be complete and must fully address the question for credit.
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: [https://drive.google.com/file/d/0B0rFGGhJvbDHUExSZmFFFFnmFmb00/view](https://drive.google.com/file/d/0B0rFGGhJvbDHUExSZmFFFFnmFmb00/view)

**Electronic Communication**
Students are responsible for checking UNCG email on a regular basis to keep up with communications sent outside of class time. 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, graded assignments will be penalized by a 3% reduction in the final assignment grade for every day the assignment is late. Graded 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. As explained in the participation policy above, late Discussion Board assignments will not receive credit.

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**Readings:**

**Historical Research Methods:**

Rampolla, Mary Lynn. A Pocket Guide to Writing in History. NY: Bedford/St. Martin’s, 2012. This book will serve as the style standard for the final paper. It is based on Turabian style.


**Historical Fiction:**

**Primary Sources:**
Historical Contexts:


Internet Resources:
UNCG Runaway Slave Ad Database: http://libcdm1.uncg.edu/cdm/landingpage/collection/RAS

Schedule:

January 8       Introductions

Unit 1: Data Collection

Objectives:
- Introduction to the research methodology and aims of professional historians.
- Evaluating how primary source databases are constructed—what decisions are made when primary sources are digitized? How do those decisions affect interpretation of the sources?
- Handwriting and newsprint: challenges of reading and transcribing original documents.
- Language: changes in meaning of words and phrases; slang, resources for deciphering cryptic language.
- 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

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<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Assignment</th>
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<tr>
<td>1/10</td>
<td>Introduction to the Runaway Slave Ad Project</td>
<td>Presnell, 1. Historians and the Research Process: Getting Started</td>
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<td>UNCG Runaway Slave Ad Database: <a href="http://libcdm1.uncg.edu/cdm/landingpage/collection/RAS">http://libcdm1.uncg.edu/cdm/landingpage/collection/RAS</a></td>
<td>Locate a runaway slave ad that interests you. Be prepared to show it in class.</td>
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<td>1/15</td>
<td>MLK Holiday</td>
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<td>1/17</td>
<td>Text, Context, and Subtext: The Nature of Historical Evidence</td>
<td>Presnell, 6. The Thrill of Discovery: Primary Sources</td>
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<td>How to read a runaway slave ad</td>
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<td>Asking research questions</td>
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| 1/21  | **Discussion Board:** Post your discussion board assignment by 5:00 p.m. on 1/21. Late assignments cannot be accepted for credit. | Compare the following runaway slave ad sites: How are the slave ads presented? What date range is included? What geographic area is covered? Are some of these databases more reliable than the others? Why or why not?  
**UNCG Runaway Slave Ad Database:** [http://libcdm1.uncg.edu/cdm/landingpage/collection/RAS](http://libcdm1.uncg.edu/cdm/landingpage/collection/RAS)  
- The Geography of Slavery: [http://www2.vcdh.virginia.edu/gos/browse/browse_main.php](http://www2.vcdh.virginia.edu/gos/browse/browse_main.php)  
- Documenting Runaway Slaves: [http://aquila.usm.edu/drs/](http://aquila.usm.edu/drs/)  
| 1/22  | Evaluating Primary Source Databases                                | Costa, Tom. “What Can We Learn from a Digital Database of Runaway Slave Advertisements?”  
| 1/24  | **Library Workshop:** Intro to the data collection process          | Meet in the Library (Rm TBD) (led by David Gwynn)                                   |
| 1/31  | Deadline for signing up for Microfilm Orientation                    |                                                                                   |
Jacobs, Harriet A. *Incidents in the Life of a Slave Girl: Written By Herself.*  
| 2/4   |                                                                     | Post your draft to the Discussion Board by noon on 2/4.                             |
| 2/5   | Writing Workshop                                                    | Historical Fiction vs. Historical Context: Comparing Harriet Jacobs and Cora        |
| 2/7   | Writing Workshop                                                    | Locate a runaway slave ad documenting a woman’s experience.                          |
| 2/8   |                                                                     | Colson Whitehead @ 8:00-9:30 p.m., School of Music Recital Hall                     |
What can you learn about the history of Runaway Slaves from reference sources?
Evaluate the relative authority of these two reference sources by explaining which source 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.

Fugitive slaves in the United States: https://en.wikipedia.org/wiki/Fugitive_slaves_in_the_United_States
http://www.encyclopediavirginia.org/Runaway_Slaves_and_Servants_in_Colonial_Virginia#start_entry

Wikipedia and Beyond: The Value and Limits of Reference Resources
Presnell, 2. Reference Resources
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.
Cronon, William. "Scholarly Authority in a Wikified World."

Unit 1 Assignment due. This assignment is worth 15% of the final grade.
Data collection sheet due with transcriptions. Your scanning and transcription work should be completed in time to make this deadline.

Unit 2: Data Analysis

Objectives:
• Time and Space: determining the research scale.
• 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.
• Close Reading.
• Developing effective research questions. Revising your questions based on research results.
• Delineating the project’s scope; defining topic; and outlining sources needed for project
• Effective notetaking strategies.
• Historiography: assessing historians’ agreements and disagreements about what the evidence means.

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<tr>
<td>2/21</td>
<td>Historiography</td>
<td>Gordon, Asa H. &quot;The Struggle of the Negro Slaves for Physical</td>
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</table>
How have historians’ interpretations of runaway slaves changed over time? Why should we care?


2/25 **Discussion Board draft due by noon on 2/25. Instructions TBA. This assignment will be a draft of some part of your Unit 2 assignment.**

2/26 **Writing Workshop: Close Reading, Patterns in the Slave Ads Developing Research Questions**

Anatomy of a Research Paper

( use the data collection results to generate research questions and sort them by type and purpose)

Presnell, pp. 308-318, Case Study—A Student Paper: ‘Americans and the Bomb’

2/28 **Historical Interpretation Case Study:**

Runaway Ads and Objects, an introduction to historiography and methodology


Presnell, Chapter 9, Beyond the Written Word

3/2 **Unit 2. Preliminary Data Analysis due. This assignment is worth 25% of the final grade.**

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**March 5/7  Spring Break**

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**Unit 3: Research Design/Contextualizing Runaway Slave Ads**

**Objectives:**

- Constructing historical context using primary and secondary sources.
- Locating appropriate resources:
  - 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.
  - Evaluating the authority of sources including scholarly sources and the provenance of primary sources.
- Using a variety of primary sources to develop historical perspective:
  - 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.
  - 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.

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| 3/12 | **Library Workshop:** Resources for locating secondary sources | Meet in the Library CitiLab (led by Lynda Kellam)  
Presnell, 3. Finding Monographs and Using Catalogs  

**Discussion Board Assignment due by noon on 3/13:** Annotated Bib drafts due – 1 book with citation and annotation; 1 journal article with citation and annotation.

| 3/14 | Using Book Reviews to Evaluate Scholarship | Presnell, 5. Evaluating Your Sources  
See book reviews posted to Canvas |
### Discussion Board. Due by noon on 3/20:

Is this an authoritative website for researching the history of fugitive slaves? How do you know?

- [http://www.accessible-archives.com/2011/05/10-southern-us-slave-advertisements/]()
- [http://www.americaslibrary.gov/aa/tubman/aa_tubman_subj.html]
- [http://www.harriet-tubman.org/quotes/]

### Date | Topic | Reading Assignment
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| Date | Topic | Reading Assignment |
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### Library Workshop: Resources for locating primary sources to contextualize ads

Meet in the Library CitiLab (led by Lynda Kellam)

Presnell, 6. The Thrill of Discovery: Primary Sources

### Date | Topic | Reading Assignment
---|---|---
3/26 | Library Workshop: Resources for locating primary sources to contextualize ads | Meet in the Library CitiLab (led by Lynda Kellam)
Presnell, 6. The Thrill of Discovery: Primary Sources

### Date | Topic | Reading Assignment
---|---|---
3/28 | What Makes a Manageable Research Topic? | Revising research focus; identifying possible types of primary sources appropriate to research focus

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**Image of Sheet Music, Library of Congress**
[https://www.loc.gov/resource/cph.3a10460/](https://www.loc.gov/resource/cph.3a10460/)

**Image of Slave Narrative, Documenting the American South**
[http://docsouth.unc.edu/fpn/brownw/brown.html](http://docsouth.unc.edu/fpn/brownw/brown.html)

**Image of Photographic Portrait, Library of Congress**
[https://www.loc.gov/pictures/resource/cph.3a10453/](https://www.loc.gov/pictures/resource/cph.3a10453/)
Unit 4: Historical Interpretation

Objectives:
- Synthesis: drawing of ideas, information and evidence around a thesis
- Presenting an interpretation that demonstrates an understanding of the nature of historical evidence; interpretation does not take evidence at face value.
- Historiography: Your interpretation assesses historians’ agreements and disagreements about what the evidence means.
- Effective Quoting and Paraphrasing
- Citation: Efficient methods of tracking sources during research; proper methods of citation; scholarly and ethical responsibilities, avoiding plagiarism.

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<tr>
<td>4/2</td>
<td>Pre-writing workshop</td>
<td>Strategies for producing the first draft</td>
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<tr>
<td>4/4</td>
<td>Writing Workshop</td>
<td>First Round Peer Review: Draft final interpretation due (1000 words) with footnotes and complete annotated bib. including primary AND secondary sources. Revise based on student comments.</td>
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<tr>
<td>4/9</td>
<td>Writing Workshop: Citations, Varied purposes of footnotes</td>
<td>Revised draft of final interpretation due. (1500 words) with footnotes and complete annotated bib. revise based on instructor comments. Include complete Bib (7-10 scholarly sources; at least 1 book; at least 1 journal article; two different types of primary sources other than the runaway slave ads.)</td>
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<tr>
<td>4/11</td>
<td>Writing Workshop: Analysis of primary sources</td>
<td>Sourcing: how effectively does the paper consider the authority of the primary sources? Are the primary sources appropriate to the research focus?</td>
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| 4/16 | Writing Workshop: Historiography and Historical Context | Focusing on the secondary sources
  - Historiography
  - Are all of the sources scholarly?
  - Evaluate the dates of publication—do the sources offer current interpretations and classics in the field?
  - Does the analysis identify specific authors with specific arguments?
  - Historical Context
  - Do the sources offer thorough coverage of the topic? Do they address the research focus? |
| 4/18 | Writing Workshop: Citations | Does the paper include 3 types of footnotes? Citation, historiographical, and explanatory
  - Are quotations properly integrated into the text?
  - Is the bibliography properly formatted? |
| 4/23 | TBD | |
| 4/25 | Summations and Evaluations | Unit 4 Assignment. Final interpretation and annotated bib with primary and secondary sources due. The interpretation is worth 30% of the final grade. |