



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

Spring 2019

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Hours: MW 3:15-4:15

History Department Facebook page: <https://www.facebook.com/UNCGDepartmentofHistory/>

History Department Website: <https://his.uncg.edu/>

**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.
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://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 your major.

Assignments

Research Development Assignments

Discussion Board (Units 1-4)	10%
Primary Sources Inventory and Analysis (Unit 2)	10%
Annotated Bibliography (Unit 3)	20%
Project Draft (Unit 4)	20%

Final UNCG Archive Project	40%
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Research Development Assignments (60%; SLO 1-5)

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. These assignments may include drafts of materials directly related to your Archive Project or other real-world research problems that offer practice in evaluating resources and applying different skills useful in any historical research process. The format of these written assignments may vary. 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 Canvas as the semester unfolds.

UNCG University Archive Project (40%; 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 in the early twentieth century; about 10 pages with citations and annotated bibliography. 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. Historians use Turabian or Chicago Style (http://www.chicagomanualofstyle.org/tools_citationguide.html). Consult the Rampolla, *Pocket Guide to Writing in History*, for documentation standards and formatting of the final paper.

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 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 Discussion Board postings. Postings must be complete and must fully address the question for credit. Discussion Board assignments are typically due before class because they will form the basis for class discussion and peer review. For this reason, late Discussion Board assignments cannot be accepted 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/0B0rFGGhJvbDHUExSZmFFaWFmb00/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.

Academic Accommodations

The University of North Carolina at Greensboro respects and welcomes students of all backgrounds and abilities. If you feel you will encounter any barriers to full participation in this course due to the impact of a disability, please contact the Office of Accessibility Resources and Services (OARS). The OARS staff can meet

with you to discuss the barriers you are experiencing and explain the eligibility process for establishing academic accommodations. You can learn more about OARS by visiting their website at <https://ods.uncg.edu/> or by calling [336-334-5440](tel:336-334-5440) or visiting them in Suite 215, EUC.

Health and Wellness

Your health impacts your learning. Throughout your time in college, you may experience a range of health issues that can cause barriers to your learning. These might include physical ailments, illnesses, strained relationships, anxiety, high levels of stress, alcohol/drug problems, feeling down, or loss of motivation. Student Health Services and The Counseling Center can help with these or other issues you may be experiencing. You can learn about the free, confidential mental health services available on campus by calling 336-334-5874, visiting the website at <https://shs.uncg.edu/> or visiting the Anna M. Gove Student Health Center at 107 Gray Drive. Help is always available.

Required Texts/Readings/References

Historical Research Methods:

American Historical Association Standards of Professional Conduct:

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

Cronon, William. "Scholarly Authority in a Wikified World." <https://www.historians.org/publications-and-directories/perspectives-on-history/february-2012/scholarly-authority-in-a-wikified-world>
Perspectives on History (February 2012): 4 pp.

Presnell, Jenny L. *The Information-Literate Historian: A Guide to Research for History Students*. New York: Oxford University Press, 2013. Please bring this book to class every day. We will consult it regularly.

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.

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>

Historical Contexts:

Burke, Edmund. "How to Write a Social Biography."

Dean, Pamela, "Learning to Be New Women: Campus Culture at the North Carolina Normal and Industrial College," *The North Carolina Historical Review*, Vol. 68, No. 3 (July 1991), pp. 286-306.

Doing History: <http://dohistory.org/DHindex.html>. Stories from Martha Ballard's life and world.

Kwolek-Folland, Angel, "The Gendered Environment of the Corporate Workplace, 1880-1930." In *The Material Culture of Gender, The Gender of Material Culture*. Edited by Katharine Martinez and Kenneth L. Ames, Winterthur, Delaware: Henry Francis du Pont Winterthur Museum, distributed by University of New England Press, 1997.

Course Schedule

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 Concept Mapping: Developing Effective Research Questions

Read:

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

January 21 MLK Holiday, No Class

January 23 Wikipedia and Beyond: The Changing Nature of Scholarly Authority in a Digital Age

Read:

Presnell, 2. Reference Resources

Cronon, William. "Scholarly Authority in a Wikified World." <https://www.historians.org/publications-and-directories/perspectives-on-history/february-2012/scholarly-authority-in-a-wikified-world>
Perspectives on History (February 2012): 4 pp.

January 28 Martha Ballard: Interpreting the Historical Significance of an Ordinary Life

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>

January 29 **Post to Discussion Board by 2:00 p.m.** Historical Thinking analysis of the Martha Ballard Case Studies. Use Instructions posted to Canvas.

January 30 Reading Like a Historian: Text, Context, and Subtext

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>

February 4 Contextualizing Primary Sources: The Nature of Historical Evidence

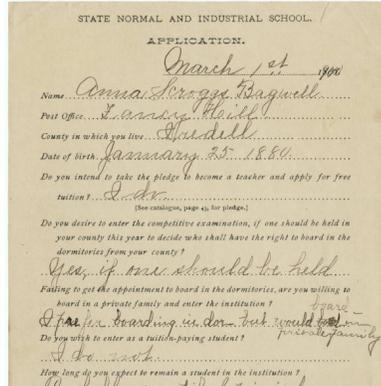
Read:
Presnell, 6. The Thrill of Discovery: Primary Sources



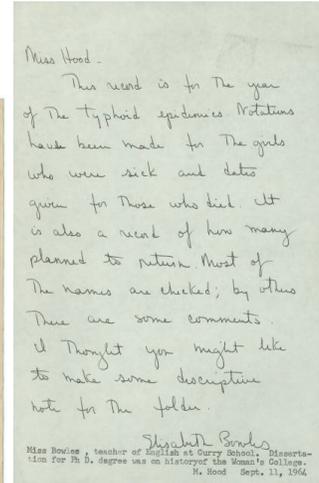
Student scrapbook, 1911



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 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.

Discussion Board due by 5:00 p.m. on Feb 5: Post a concept map for researching the historical significance of Mamie Banner’s life.

February 6 Mamie Banner Case Study: Building a Concept Map

Read:
Burke, Edmund. “How to Write a Social Biography.”

University Archive documents related to Mamie Banner, posted to Canvas

February 11 History of UNCG

Meet at Special Collections, Hodges Reading Room, in Jackson Library. Workshop led by archivist Kathelene Smith.

February 13 **University Archives Project: Introduction to Using University Archives**
Meet at Special Collections, Hodges Reading Room, in Jackson Library. Workshop led by archivist Kathelene Smith

February 18 **Contextualizing Student Experience Part I: Within the Institution**

Read:

Dean, Pamela, "Learning to Be New Women: Campus Culture at the North Carolina Normal and Industrial College," *The North Carolina Historical Review*, Vol. 68, No. 3 (July 1991), pp. 286-306.

Discussion Board Assignment due by noon on 2/19: Secondary Source Analysis. Use instructions posted to Canvas.

February 20 **Contextualizing Student Experience Part II: Beyond the Institution**

Read:

Kwolek-Folland, Angel, "The Gendered Environment of the Corporate Workplace, 1880-1930." In *The Material Culture of Gender, The Gender of Material Culture*. Edited by Katharine Martinez and Kenneth L. Ames, Winterthur, Delaware: Henry Francis du Pont Winterthur Museum, distributed by University of New England Press, 1997.

February 25 **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

Discussion Board Assignment due by 5:00 p.m. on 2/26: Annotated Bib drafts due – 1 book with citation and annotation; 1 journal article with citation and annotation. 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 Canvas. 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 27 **Locating and Evaluating Sources: Using Research Results to Craft an Effective Bibliography**

Read:

Presnell, 5. Evaluating Your Sources

American Historical Association Standards of Professional Conduct:

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

February 28 History and the Internet: Finding and Evaluating Primary Sources on the Internet

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: Post your discussion board assignment by 5:00 p.m. on Feb. 27. 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>

- Freedom on the Move: <http://freedomonthemove.org/>
- The Geography of Slavery: http://www2.vcdh.virginia.edu/gos/browse/browse_main.php
- Texas Runaway Slave Project: <http://digital.sfasu.edu/cdm/landingpage/collection/RSP>
- Runaway Slave Advertisements: <http://americato1877.blogspot.com/p/runaway-slave-advertisements.html>
- Documenting Runaway Slaves: <http://aquila.usm.edu/drs/>

Southern US Slave Advertisements: <http://www.accessible-archives.com/2011/05/10-southern-us-slave-advertisements/>

March 4/6 Spring Break

Unit 3: Deciphering Sources

- 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.

Primary Sources Inventory and Analysis due by 2:00 p.m. on March 11. This assignment is worth 10% of your final grade. Follow instructions posted to Canvas.

March 11 Annotated Bibliography Workshop

March 13 Using Images as Historical Evidence

Read:

Presnell, 10. Beyond the Written Word: Finding, Evaluating, and Using Images, Motion Pictures, and Audio

Discussion Board, due by 5:00 p.m. on March 10: post one example of an image or oral source you can use to contextualize your student's life. Evaluate the source using the recommendations of Presnell, explain how it contextualizes your student's experience, and include a complete citation of the source.

March 18 Using Historical Statistics

Read:

Presnell, 11. Statistics: Quantifying History

Discussion Board, due by 5:00 p.m. on March 12: post one example of statistics you can use to contextualize your student's life. Evaluate the source using the recommendations of Presnell, explain how it contextualizes your student's experience, and include a complete citation of the source.

March 20 Evidence and Context: Using the Bibliography to Evaluate Effective Research Design

Annotated Bibliography due by 5:00 on March 19. 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 20% of your final grade. It must be complete for full credit.

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 20 Presenting Your Research: Using Ppt as a Pre-writing Strategy

Read:

Presnell, 12. Presenting Your Research: Traditional Research Paper, Presentation, Poster, or Website?

Discussion Board, due by 5:00 p.m. on March 19: Post a Ppt presentation outlining the historical significance and supporting evidence for your student biography.

March 25 Thesis workshop I

March 27 Thesis workshop II

Draft Thesis statements due by 5:00 p.m. on March 27.

- April 1** **Archive Project: Peer Review Workshop.**
Discussion Board, due by 5:00 p.m. on March 31. Post draft bio for peer review
- April 3** **Writing Workshop: Introductions**
- April 8** **Writing Workshop: Historical Context I-Primary Sources**
Sourcing: how effectively does the paper consider the authority of the primary sources? Are the primary sources appropriate to the research focus?
- Historical Context
Do the sources offer thorough coverage of the topic? Do they address the research focus? Do they offer different kinds of primary source data and perspectives?
- April 10** **Revised draft due by 2:00 p.m.** Note that this assignment is worth 20% of your final grade. It must be complete for full credit.
- April 15** **Writing Workshop: Revising the Draft/Historical Context II-Use of Scholarship**
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?
- April 17** **Writing Workshop: Effective Quoting and Paraphrasing/Citation**
Does the paper include 3 types of footnotes? Citation, historiographical, and explanatory

Are quotations properly integrated into the text?
- April 22** **Writing Workshop: Annotated Bibliography**
Is the bibliography properly formatted?
- April 24** Consultations
- April 29** Consultations
- May 1** **Last Day of Classes. Summations and Evaluations. Final Archives Project due**