



*Pine Needles, Greensboro, N.C.: North Carolina College for Women, 1920. Martha Blakeney Hodges Special Collections and University Archives, University Libraries, The University of North Carolina at Greensboro.*

# Historical Methods for Social Studies

HIS 430/WI

Spring 2021

## Support

For technical assistance, please reach out to the helpdesk at 336-256-8324. You can also use the ITS website for assistance - <https://its.uncg.edu/Help/>

If you have any general questions about this course, please use the course Q&A forum in the Discussion Board section of Canvas.

For questions about your work in the course you can reach me by email: [lctolber@uncg.edu](mailto:lctolber@uncg.edu). I will happily schedule Zoom consultation sessions with you by appointment.

## For Whom Planned

Students in the Social Studies Teacher licensure track. This is a core requirement for licensure candidates and that means you must make a C or better to qualify for your teaching license.

## Scope and Purpose of the Course

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 using archival resources in our University Archives. [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:

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 scholarly format 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](#) and on the evidence-based standards outlined in Turabian, *Manual for Writers of Research Papers, Theses, and Dissertations*
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.

## 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 and ultimately in your teaching practice.

## Teaching Methods and Assignments for Achieving Learning Outcomes

This course uses a variety of teaching methods including videos, written materials, websites, discussions, and assignments that ask participants to demonstrate mastery of learning outcomes. Through weekly assignments, discussions, and interaction with the instructor and participants, the course provides support, feedback, and resources to support the development of historical thinking and research skills.

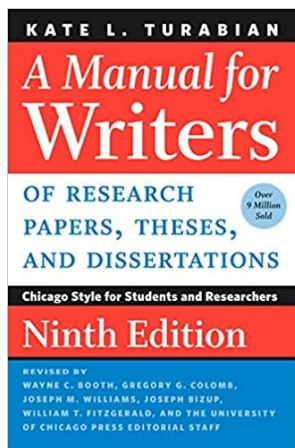
## Evaluation and Grading

Discussion Board and Zoom Sessions	20%
Module 1 Assignment: Mamie Banner Case Study	20%
Module 2 Assignment: Research Plan	20%
Module 3 Assignment: Annotated Bibliography and Argument Outline	20%
Module 4 Assignment: Final Paper	20%

The Module Assignments will all relate in some way to the research project for this semester. You will be developing a research plan and final paper (about 7-10 pages with annotated bibliography) based on some aspect of the history of the Class of 1920. You will develop your research questions starting with the [Class of 1920 yearbook](#). The goal is to locate appropriate primary sources and scholarship to contextualize your sources at two different scales—within the history of the institution, and beyond the institution. For example, what was it like to be a student in the Class of 1920? AND What is the larger historical significance of that experience for understanding the history of education in the state of North Carolina? Or How did the experience of these students compare to other women at the time?

**Course Grade Scale:** A 94-100 / A- 90-93 / B+ 87-89 / B 84-86 / B- 80-83 / C+ 77-79 / C 74-76 / C- 70-73/ D+ 67-69/ D 64-66/ D- 60-63/ F 59 and below.

## Required Text



The only required book for this course is *Manual for Writers of Research Papers, Theses, and Dissertations, (Chicago Style for Students and Researchers) 9th Edition* by Kate L. Turabian. The most recent edition will provide the most current standards for digital research.

All other assigned readings will be provided in Canvas.

## Technology Requirements

- Robust internet connection
- Computer or tablet with audio, video, and microphone capabilities
- Latest Chrome browser

## Course Structure

The course is organized into four multi-week modules. At the start of each week, you will be provided with a To Do list. You will also be provided with a list of learning objectives for that week. These are there to help you keep track of your progress toward mastering this course's learning outcomes. Since you will be working primarily at home on your own, you will want to be consistently measuring your progress on those weekly goals. If, for example, one of the learning objectives is that you should be able to "locate journal articles" but you are struggling with this based on the resources and activities scheduled, don't wait to reach out. We will meet once during each Module for a synchronous Zoom meeting to practice assignment components and address your questions. Due to the ever-changing conditions, I will confirm the dates for these Zoom meetings two weeks in advance. The meetings will be recorded and you will have

an opportunity to view the recording and submit a reflection if you are unable to attend the Zoom meeting in person.

At the end of each module, you will submit an assignment that applies the reading and methods we studied in the module. The Discussion Board will offer different kinds of opportunities to practice the skills and concepts that are the focus of each module.

## Course Facilitator Expectations

- The course facilitator will provide timely and constructive feedback on all graded assignments.
- The course facilitator monitors all discussion posts and provides feedback when appropriate.
- The course facilitator will answer all emails from students within 24 business hours.
- Any course updates and new information will be sent via course announcement in Canvas as early in the week as possible.

## Participant Expectations

- Plan to spend at least 3-5 hours a week completing this course. This time includes reviewing the module, submitting your assessments, and participating in the discussions.
- If you are unable to meet a deadline or experience a personal issue, please notify the course facilitator immediately.
- Be respectful of others in your discussion posts and replies. Your feedback should be constructive and sensitive. Think about the replies that you would want to receive.
- If you have a specific question about your course, email the course instructor.

# COURSE POLICIES

## LATE WORK POLICY

You will do best in this course if you work on schedule. If something gets in the way of this, please reach out immediately.

## ACCESSIBILITY/ACCOMMODATIONS

UNCG seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must be registered with the Office of Accessibility Resources and Services (OARS). If you wish to request accommodations, please start the

process by contacting OARS at 215 Elliott University Center, 336-334-5440, [ods.uncg.edu](https://ods.uncg.edu) ([Links to an external site.](#))

## ACADEMIC INTEGRITY POLICY

Each student is required to adhere to the Academic Integrity Policy on all major work submitted for the course. Refer to the following URL: <http://sa.uncg.edu/handbook/academic-integrity-policy/> ([Links to an external site.](#))

## COVID-19

As UNCG returns to face-to-face course offerings in fall 2020, the campus community must recognize and address concerns about physical and emotional safety. As such, all students, faculty, and staff are required to uphold UNCG's culture of care by actively engaging in behaviors that limit the spread of COVID-19. Such actions include, but are not limited to, the following:

- [Wearing a face covering that covers both nose and mouth](#) ([Links to an external site.](#))
- Observing [social distance](#) ([Links to an external site.](#)) in the classroom
- Engaging in proper hand washing hygiene when possible
- [Self-monitoring for symptoms of COVID-19](#) ([Links to an external site.](#))
- Staying home if you are ill
- Complying with directions from health care providers or public health officials to quarantine or isolate if ill or exposed to someone who is ill.

Instructors will have seating charts for their classes. These are important for maintaining appropriate social distance during class and facilitating contact tracing should there be a confirmed case of COVID-19. Students must sit in their assigned seat at every class meeting and must not move furniture. Students should not eat or drink during class time.

A limited number of disposable masks will be available in classrooms for students who have forgotten theirs. Face coverings will also be available for purchase in the UNCG Campus Bookstore. Students who do not follow masking and social distancing requirements will be asked to put on a face covering or leave the classroom to retrieve one and only return when they follow these basic requirements to uphold standards of safety and care for the UNCG community. Once students have a face covering, they are permitted to re-enter a class already in progress. Repeated issues may result in conduct action. The course policies regarding attendance and academics remain in effect for partial or full absence from class due to lack of adherence with face covering and social distancing requirements.

For instances where the Office of Accessibility Resources and Services (OARS) has granted accommodations regarding wearing face coverings, students should contact their instructors to develop appropriate alternatives to class participation and/or activities as needed. Instructors

or the student may also contact [OARS \(Links to an external site.\)](#) (336.334.5440) who, in consultation with Student Health Services, will review requests for accommodations.

## HEALTH AND WELLNESS

Health and well-being impact learning and academic success. Throughout your time in the university, you may experience a range of concerns that can cause barriers to your academic success. These might include illnesses, strained relationships, anxiety, high levels of stress, alcohol or drug problems, feeling down, or loss of motivation. Student Health Services and The Counseling Center can help with these or other issues you may experience.

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/ \(Links to an external site.\)](https://shs.uncg.edu/), or visiting the Anna M. Gove Student Health Center at 107 Gray Drive.

For undergraduate or graduate students in recovery from alcohol and other drug addiction, The Spartan Recovery Program (SRP) offers recovery support services. You can learn more about recovery and recovery support services by visiting [https://shs.uncg.edu/srp \(Links to an external site.\)](https://shs.uncg.edu/srp) or reaching out to [recovery@uncg.edu](mailto:recovery@uncg.edu)

## CONTRA POWER STATEMENT

!! As your instructor, I am committed to creating a productive and non-discriminatory learning environment of mutual respect. Title IX and UNCG's school policy prohibit gender-based harassment, sexual harassment, and sex discrimination for all members of the University community. Harassment can come in many forms - both direct and indirect - and can occur in subtle or overt ways. Traditionally, harassment is seen from formal power-over structure. However, harassment can occur without a formal power structure. Contrapower, when a student harasses an instructor or peer, is a type of behavior that can create an intimidating environment in and outside of the classroom. Either form of harassment can include direct or indirect comments, physical intimidation, emails, anonymous notes and course evaluations. Both Contrapower and traditional forms of harassment are prohibited and subject to the same kinds of accountability applied to offenses against protected categories, such as race, national origin, religion, sexual orientation, etc.

If you experience or witness such instances of harassment, please seek out the following resources:

- UNCG Counseling Center (non-reporting agency/confidential): 336.334.5874
- Murphie Chappell, Title IX Coordinator (reporting agent) 336.256.0362  
or [mechappe@uncg.edu](mailto:mechappe@uncg.edu)
- University Police (reporting agent) 336.334.4444

For more information on UNCG's policies regarding harassment, visit [http://policy.uncg.edu/university-policies/sex\\_gender\\_harrassment/sex-gender-harrassment.pdf](http://policy.uncg.edu/university-policies/sex_gender_harrassment/sex-gender-harrassment.pdf) (Links to an external site.)

## RELIGIOUS HOLIDAYS

It is expected that instructors will make reasonable accommodations for students who have conflicts due to religious obligations. Please make arrangements with the instructor in advance of any conflict. For more information on UNCG's Religious Obligations policy, visit: [https://drive.google.com/file/d/0B3\\_J3Uix1B4UeTV4Nk1vVFJoVFE/view?usp=sharing](https://drive.google.com/file/d/0B3_J3Uix1B4UeTV4Nk1vVFJoVFE/view?usp=sharing) (Links to an external site.)

## ELASTICITY STATEMENT

It is the intention of the instructor that this syllabus and course calendar will be followed as outlined, however, as the need arises there may be adjustments to the syllabus and calendar. In such cases, the instructor will notify the students in class and via e-mail with an updated syllabus and calendar within a reasonable timeframe to allow students to adjust as needed.

## ADVERSE WEATHER

In cases of inclement weather that impact this course and course schedule, details can be found:

- In your University email: UNCG sends out Adverse Weather updates
- In the UNCG Mobile App: You can even set it to provide you alerts
- Via television announcements: UNCG makes weather announcements available on five local stations (WFMY-2, WGHP-V, WXII-TV, WXLV-TV, and Spectrum News)
- Visit [Spartanalert.uncg.edu](http://Spartanalert.uncg.edu) or the UNCG homepage: UNCG posts up-to-date information on the main University web site ([uncg.edu](http://uncg.edu)) and on the main Spartan Alert page ([spartanalert.uncg.edu](http://spartanalert.uncg.edu)).

## FINAL EXAMINATION

There is no final exam in this course.



# TOPICAL OUTLINE/CALENDAR

Week 1. January 19-22            Introductions

Check the Modules in Canvas for assigned readings each week.

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## *Module 1. Fundamentals of Historical Research*

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Week 2. January 25-29            Research as Problem Solving

Week 3. February 1-5            Researching Ordinary People's Lives

**Wednesday Feb. 3            Module 1 Zoom Session**

Week 4. February 8-12            Mamie Banner Case Study

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## *Module 2. Crafting a Research Plan*

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Week 5. February 15-19            The Class of 1920/Generating Research Questions

Week 6. February 22-26            Concept Mapping and Locating Resources

**Wednesday, Feb. 24            Module 2 Zoom Session**

Week 7. March 1-5            Engaging Your Sources

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## *Module 3. Making Discoveries/Writing as a Research Tool*

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Week 8. March 8-12            The Importance of Including Different Kinds of Sources

Week 9. March 15-19            History and the Internet:  
Considering How Digitization Affects Interpretation of Primary Sources

Week 10. March 22-26            Evidence and Context: Improving Research Design

**Wednesday, March 24            Module 3 Zoom Session**

Week 11. March 29- April 2            Primary Source Analysis

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## *Module 4. Fundamentals of a Research Paper*

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Week 12. April 5-9

Making Arguments

Week 13. April 12-16

To Quote or To Paraphrase?

Week 14. April 19-23

Revising your Draft

**Wednesday, April 21**

**Module 4 Zoom Session**

Week 15. April 26-28 (April 28/last day of classes)

Final Draft due