American Public University System

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School of Arts and Humanities

HIST 500
Historical Research Methods

3 Credit Hours
16 Week Course

Graduate students are encouraged to take required or core courses prior to enrolling in the seminars, concentration courses or electives.

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Instructor Information

See the initial link in the classroom for your instructor contact information.

Course Description

The course addresses the development of core research skills for advanced historical study. Through case studies analyses, the evaluation of different types of historical evidence, and the consideration of how valid research questions are formulated and applied, it is designed to refine the critical thinking, research, and writing skills that are fundamental to valid historical scholarship.

Course Scope

By design, this course requires thoughtful reading and analysis. The class forum discussion boards and written assignments are designed to allow you to demonstrate a thorough comprehension of the concepts introduced in the readings and case studies. Your perception of the issues introduced in these readings and case studies will be shaped by your worldview and experience. Feel free to report your views but do so in a considerate and thoughtful manner. Since this is upper-level coursework, do not merely regurgitate information from the reading assignments. You are expected to analyze, critique, and challenge the authors, materials, each other, and me. Academic integrity is essential and my expectation is that your work is original.

Course Objectives

After the successful completion of this course, students will be able to

1. Appraise what constitutes historical scholarship, interpretation, and theory.
2. Discern that historical narratives are interpretations of primary and secondary sources that are affected by voice and perspective.
3. Locate and examine the holdings of archives and learn how to conduct historical research in the information age.
4. Demonstrate the ability to synthesize primary and secondary sources into a single narrative.
5. Appraise the needs of a specific audience in developing a research plan and interpretation.
6. Evaluate historical research conducted by scholars, peers, and students; evaluate various methods for conveying historical narratives.
7. Apply the study of the past to the interpretation of historical ideas.

Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials (Located in Resources in SAKAI) and access to the online learning management system (SAKAI) will be made available to each student. Online assignments are due by Sunday evening of the week except as otherwise noted and may include discussion questions (accomplished in Forums), examinations, and individual assignments submitted for review and evaluation by the Faculty Member. Assigned faculty will support the students throughout this course.

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals we understand you must manage competing demands on your time. However, routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

No late assignment will receive an A grade unless the instructor has been contacted before the due date with a valid reason.

Course Materials

Required Textbooks: *Student Purchase*

Howell, Martha C., and Walter Prevenier. *From Reliable Sources: An Introduction to Historical Methods*. Ithaca: Cornell University Press, 2001.

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

Additional Required Readings: *In Resources Files or Provided by Instructor*

Barton, Keith C. "Primary Sources in History: Breaking Through the Myths." *Phi Delta Kappan* 86 (June 2005): 745-753.

Black, Jeremy. "Maps and History." *History Review* 28 (September 1997): 37-39.

Champion, Justin. "What are Historians For?" *Historical Research* 81 (February 2008): 167-188.

Daddow, Oliver J. "Debating History Today." *Rethinking History* 8 (March 2004): 143-147.

Gorman, Jonathan. "Historians and Their Duties." *History and Theory* 43 (December 2004):103-117.

Kemnitz, Thomas Milton. "The Cartoon as a Historical Source." *Journal of Interdisciplinary History* 4 (Summer 1973): 81-93.

McCullagh, C. Behan. "Bias in Historical Description, Interpretation, and Explanation." *History and Theory* 39 (February 2000): 39-66.

Perlmutter, David D. "Visual Historical Methods." *Historical Methods* 27 (Fall 1994): 167-185.

Seefeldt, Douglas and William G. Thomas. "What is Digital History? A Look at Some Exemplar Projects." *Perspectives on History* 47 (May 2009): 40-43.

Stearns, Peter N. "Why Study History?" American Historical Association. http://www.historians.org /pubs/Free/ WhyStudyHistory.htm (accessed November 7, 2009).

Thompson, Paul. "Oral History and the Historian." *History Today* 33 (June 1983): 24-28.

Weinstein, Barbara. "Doing History in the Digital Age." American Historical Association. http://www.historians.org/perspectives/issues/2007/0705/0705pre1.cfm (accessed November 7, 2009).

Optional Resources (Recommended):

Fischer, David Hackett. *Historians' Fallacies: Toward the Logic of Historical Thought*. New York: HarperPerennial. 1970.

Novick, Peter. *That Noble Dream: The "Objectivity Question" and the American Historical Profession.* New York: Cambridge University Press, 1988.

Storey, William Kelleher. *Writing History: A Guide for Students*. New York: Oxford Univ. Press, 2004.

Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers.* Chicago: University of Chicago Press, 2007.

Marius, Richard. *A Short Guide to Writing about History*. NY: Longmans, 1999.

The Chicago Manual of Style, 15th ed. Chicago: University of Chicago Press, 2003.

Turabian, Kate L. *Manual for Writers of Term Papers*, 7th Edition. Chicago: University of Chicago Press, 1997. Purchase is highly recommended.

Turabian Citation Guide Online
http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html

IMPORTANT NOTE: The Department of History and Military Studies requires conformity with the traditional University of Chicago Style Manual and its Turabian offshoot. Citations will follow traditional endnote or footnote attribution. Do not use parenthetical (MLA) variation.

Copyright/Fair Use Notice: Electronic readings may be provided by way of licensed materials in the Online Library, but also in keeping with Fair Use exemptions for educational purposes under U.S. Copyright Law.

Evaluation Procedures

1. Readings, Assignments, and Participation: You will be required to read an average of 30 pages per week, or around 500 pages for the course; probably more, depending upon your research efforts. You will also be required to thoughtfully respond to weekly forum discussion topics. While the forum items will normally be drawn from the weekly reading assignments, they may be modified at the discretion of the instructor. Your responses – also called "posts" – will involve analyzing readings, comparing and

contrasting the views of authors, and critiquing arguments presented by the readings or the class responses and discussions should abide by the University Netiquette policy. The purpose of the forum's discussion board activities is to expand your learning opportunities by engaging in academic and thought-provoking asynchronous conversation with your classmates and instructor. The instructor's role is to facilitate the learning process by participating in the discussions and moving conversations by promoting an advanced level of inquiry.

Beginning in Week 2 and continuing through Week 16, there will be 30 possible grade points awarded for participation in the discussion forum items: 2 postings per week (at 1 point each) for contributing to the original instructor-posted question/topic, and/or (also at 1 point each) directly responding to other student postings. The virtual introduction and Week 1 responses are required, but not graded exercises.

> **NOTE:** While you are, of course, free to posts any number of <u>on point</u> comments during a particular week, note that you will only receive a maximum of 2 points for a particular week's forum postings, be they to the initial weekly forum topic, or to the postings of your peers.

Posts will be reviewed for accuracy of interpretation, rigor of argument, and clarity of expression. Generally – although this will doubtless vary in accordance with the particular topic – initial posts should be about 100 words in length, while responses to other student's responses should be about 75 words in length. Keep in mind that, when responding to other students, it is not enough to simply state "I agree." Respond to their post in a way that moves the discussion forward, and demonstrates your knowledge or unique perspective on the topic.

As a rule, if, for any number of reasons, I feel that there is a problem with your postings – normally this might be insufficient or inappropriate responses – I will contact you directly, by private email, to pursue the issue, as I prefer not to discuss matters of this nature in the public forum. NOTE: The weekly discussion board will be closed at the end of a particular week – normally midnight, Sunday evening, EDT – and a new board will be opened to facilitate the next week's discussion topic. Once the week has passed – and that week's board has been closed – it will not be reopened to allow new posts and you will forfeit any points for that particular week if you have not responded. Accordingly, make every attempt to post responses within the appropriate weekly timeframe.

2. Familiarization with the APUS Online Library: Review the holdings in the Online Library beginning with the Welcome Slide Show. Then prepare a short (250-500 word) *informal* statement of your primary historical research interests. Next, search the holdings of the online library and *identify a minimum of five essays or books in the online library that you might use to support research into this area.* The statement shall be typed, double-spaced, and in a 12-point Times New Roman font. Selected books and essays will be correctly cited in accordance with the Turabian style guide, specifically the Footnote and Bibliographic formats. <u>See the "Turabian Cheat Sheet" uploaded to the course resources folders for examples</u>. Additionally, access the link in the assignment window for a sample of the format for this assignment. There will be 10 possible grade points awarded for submission of this assignment. *[NOTE: This assignment is not meant to be patronizing to those who possess superior research skills; but rather to ensure that each student possesses a basic working knowledge of online library protocols.]*

NOTE: A point of clarification with respect to requests for instructor guidance concerning the formatting of specific footnote or bibliographic citations.

As graduate students, it is your responsibility to ensure the proper formatting for your working bibliography and footnote entries, for this and all course assignments. This is not meant to be terse or dismissive; but, as this is a graduate-level course, I expect class members to take the time to research questions of bibliographic style on their own, particularly since there are any number of online academic sites that address Turabian formatting.

The reason is twofold: First, as these are graded exercises, it would not be fair to the others to provide advance "advisory opinions" for one student and not the others. Secondly, I simply do not have the time to independently research (which is what is required) and personally respond to any number of source citation questions/scenarios. I hope you can appreciate my position.

3. *Examination of the Historical Research Primer Website***:** Academic websites share a common medium, but there are many ways to conceptualize an online project and, within any single category, websites can vary significantly. This is particularly true of classroom-oriented sites. In this assignment, you will be required examine the information included in the *Historical Research Primer Website*. http://www.williamcronon.net/researching/. Once you have carefully examined the material – and using the *accessible site links* as a general guide – write an *informal*, candid 250-500 word review of the website in which you indicate the particular topics you found to be of benefit (as well as those items you found not to be of benefit) when contrasted with your own research and writing strengths and weaknesses. Specifically respond to the following questions:

  1. What were the most difficult concepts to embrace?
  2. What were the easiest? and
  3. How might this site influence the writing of your own historical research findings?

The website review shall be typed, double-spaced, and in a 12-point Times New Roman font. See the link in the assignment window for a sample of the format for this assignment. There will be 10 possible grade points awarded for submission of the *Examination of the Historical Research Primer Website*.

4. Précis: Each student will be required to write a 500-750 words précis of an assigned academic reading. For the purposes of this course, the "précis" (pronounced pray-see) is defined as a concise summary of essential points, statements, or facts that conveys the essential meaning of the assigned reading. The key to writing a successful précis lies not only in skillful reading but also in being able to condense the information and present it in very few words.

For informational purposes, a sample essay – R. Gordon Kelly's "Literature and the Historian" – along with general writing guidelines, and an accompanying sample précis addressing the Kelly essay are included in the course resources folders. Do follow the format of the sample when crafting your précis and keep in mind that quotes or references to material in the assigned reading should include the page number in parenthesis immediately after the referenced material. NOTE: No additional documentation

is required and, once again, you should review the formatting and structure of the sample précis prior to beginning the assignment.

Now, for the précis itself, the assigned academic reading will be C. Behan McCullagh's "Bias in Historical Description, Interpretation, and Explanation" which is available through the APUS online library, EBSCO Academic Search Premier portal. It is also included in the course folders. Further, the précis shall be typed, <u>double-spaced</u>, and in a <u>12-point Times New Roman font</u>. See the link in the assignment window for both the McCullagh essay, as well as an "example précis" that shows the format for this assignment. There will be a total of 15 possible grade points awarded for submission of the précis and you are reminded to think critically and as a historian when crafting this assignment.

5. Research Proposal (Including Literature Review): Each student is required to prepare a formal research proposal of a historical research project. Note that this is the solely the proposal and you are not required to submit an actual completed research project. You should keep in mind that presentation of an acceptable proposal is not the beginning of the work on the thesis. Rather, it marks the end of the first major stage of the research process. Before a proposal can be submitted, you must have identified an appropriate research problem and developed realistic ways of exploring it. This process generally takes several weeks, and it should begin sometime during the initial five weeks of the course. Further, you should realize that preparing the proposal is both a formal and an intellectual exercise. Therefore, all aspects of the proposal should be prepared as carefully as possible.

As an attachment to the Research Project Proposal assignment window, you will find the document *General Guidelines, The Research Paper Proposal, HIST500.* An example of a historical research project proposal is included as an appendix to this guide and you are strongly are strongly urged to examine this document in its entirety as it provides detailed instructions on completing your proposal, while the example proposal will serve as a formatting guide.

The proposal's Working Bibliography is generally a Review of the Literature and will include a minimum of 25 reference citations. Further, <u>items included in the Working Bibliography should be *annotated*</u> – that is, accompanied by a brief description of the work's contents and value for the investigation – and formatted in the Turabian style, specifically the Footnote and Bibliographic formats. <u>Again, for reference purposes, a short "Turabian Cheat Sheet" is uploaded in the course folders.</u>

Regarding Internet sources to be used citation purposes, acceptable sites include scholarly websites and documents available through the APUS Online Library, or other academic and governmental holdings, libraries, archives and databases. For our purposes, *Wikipedia* (as well as the other "*Wiki*" sites) is not considered a valid academic source. Note that, once again, as graduate students, it is *your* responsibility

to ensure the proper formatting for your working bibliography and footnote entries. There will be a total of 25 possible grade points awarded for submission of the formal research proposal.

Evaluated Activities		
Assignment	**Number of Points**	**Percent of Final Grade**
Week 1: Prepare a short, informal statement of your research interests and identify a minimum of five items in the online library that might support research in this area.	10	10%
Week 3: Examination of the *Historical Research Primer* Website	10	10%
Week 7: Preliminary *annotated* bibliography of works to be included in the research proposal	10	10%
Week 10: Précis	15	15%
Week 16: Research Project Proposal	25	25%
Class Participation (Computed at end of course)	30	30%
TOTAL	**100**	**100%**
NOTE: Written assignments are normally due on Sunday of a particular week. Review the syllabus for specific requirements. Please see the *Student Handbook* to reference the University's *grading scale*.		

Course Outline

	Topic	Learning Objectives	Readings	Assignments
1	Introduction to the Course	Develop the necessary skills to use the APUS online library. (See Course Objectives 3-4)	Review the holdings in the Online Library with beginning with the *Welcome Slide*	Virtual Introduction (Mandatory). Responses to weekly

			Show and *Starting Research.*	discussion board issues.
				Submit for Grade: A short statement of your personal research interests and correctly cite a minimum of five items accessible through the online library that might support research in this area. (By Sunday evening, the last day of Week 1.) See syllabus for specific assignment requirements.
2	Introduction to Historical Research and Writing	Identify a general framework in which to pursue historical research and candidly evaluate your own historical research and writing skills. (See Course Objectives 1,2,3)	Explore, in detail, the *Historical Research Primer* website Stearns - "Why Study History"	Required responses to weekly discussion board issues. Examine and begin writing an informal review of the *Historical Research Primer* website (See syllabus for specific assignment requirements.)
3	The Importance of Sources in Historical Writing	Evaluate source typologies, and the impact of technology on the production of sources. (See Course Objectives 1,2,7)	Howell and Prevenier- *An Introduction to Historical Methods*: Preface and Chapter 1	Required responses to weekly discussion board issues. **Submit for Grade:** Examination of the *Historical Research Primer* Website (By Sunday evening, the last day of Week 3.)
4	Technical Analysis of Sources	Examine the authority, competence, and trustworthiness of source material. (See	Howell and Prevenier- *An Introduction to Historical Methods*:	Required responses to weekly discussion board issues.

		Course Objectives 2,5,6)	Chapter 2 *General Guidelines: The Research Paper Proposal.* (In course materials folders)	Research Proposal: Familiarization with the format and begin compiling information.
5	Traditional Historical Interpretation	Profile techniques for the comparison of sources and establishing the reliability of evidence. (See Course Objectives 1,4,6)	Howell and Prevenier- *An Introduction to Historical Methods*: Chapter 3 Daddow - "Debating History Today"	Required responses to weekly discussion board issues. Research Proposal: Continue compiling information and begin to consider a topic.
6	New Interpretative Approaches	Examine the politics and interdisciplinary aspects of historical writing. (See Course Objectives 6,7)	Howell and Prevenier- *An Introduction to Historical Methods*: Chapter 4 Kemnitz - "The Cartoon as a Historical Source"	Required responses to weekly discussion board issues. Research Proposal: Continue compiling information and decide on a topic.
7	The Nature of Historical Writing	Investigate concepts such as change, continuity, and causality in the pursuit of historical scholarship. (See Course Objectives 1,6,7)	Howell and Prevenier- *An Introduction to Historical Methods*: Chapter 5 Champion - "What are Historians For?"	Required responses to weekly discussion board issues. Research Proposal: Continue locating information items and begin writing the annotated bibliography. **Submit for Grade:** A Research Proposal preliminary bibliography. (By Sunday evening, the last day of Week 7.)
8	The Nature of	Analyze the character of	Presnell - *The*	Required responses to

		Scholarly Information	scholarly information, reference resources, and how historians communicate. (See Course Objectives 2,4,6)	*Information-Literate Historian*: Chapters 1-2 Thompson - "Oral History and the Historian"	weekly discussion board issues. Research Proposal: Continue locating information items and writing the annotated bibliography.
9	Identification and Access to Scholarly Resources	Locate and categorize sources of historical information. (See Course Objectives 1-2)	Presnell - *The Information-Literate Historian*: Chapter 3-4 Weinstein - "Doing History in the Digital Age."	Required responses to weekly discussion board issues. Research Proposal: Continue locating information items and writing the annotated bibliography.
10	The Distortion Factor	Examine the concepts of perspective and bias in historical writing. (See Course Objectives 1,2,6)	Presnell - *The Information-Literate Historian*: Chapter 5 McCullagh - "Bias in Historical Description, Interpretation, and Explanation"	Required responses to weekly discussion board issues. **Submit for Grade:** A précis of the McCullagh essay. (By Sunday evening, the last day of Week 10.)
11	The Pursuit of Primary Sources	Examine the nature and categories of primary sources. (See Course Objectives 2,4,7)	Presnell - *The Information-Literate Historian*: Chapter 6 Barton - "Primary Sources in History: Breaking Through the Myths"	Required responses to weekly discussion board issues. Research Proposal: Continue locating information items and writing the annotated bibliography.
12	History and the Internet	Explore questions associated with valid historical scholarship in the digital age. (See	Presnell - *The Information-Literate Historian*: Chapter 7	Required responses to weekly discussion board issues.

		Course Objectives 3,5,6)	Seefeldt and Thomas - "What is Digital History?"	Research Proposal: Complete the annotated bibliography and begin writing the proposal.
13	Cartography as a Tool in Historical Scholarship	Assess the influence of maps as political and propaganda tools. (See Course Objectives 1,2,7)	Presnell - *The Information-Literate Historian*: Chapter 8 Black - "Maps and History"	Required responses to weekly discussion board issues. Research Proposal: Continue writing the primary proposal.
14	The Role of Media in Historical Research	Assess the application of images, motion pictures, and audio in historical scholarship. (See Course Objectives 1,2,7)	Presnell - *The Information-Literate Historian*: Chapters 9-10-11 Perlmutter - "Visual Historical Methods"	Required responses to weekly discussion board issues. Research Proposal: Continue writing the primary proposal.
15	Ethics and Historical Research	Weigh the ethical and empirical problems associated with researcher motivation, and the influence of motivation on historical research, interpretative methodologies, and historical writing. (See Course Objectives 1,6,7)	Gorman - "Historians and Their Duties"	Required responses to weekly discussion board issues. Research Proposal: Continue writing the primary proposal.
16	Conclusion	Revise any earlier drafts of the research proposal using the principles, techniques and methods covered in the assigned readings and complete the final composition of a research proposal using the proper citation protocols. (See Course	No Assigned Readings	**Submit for Grade:** A properly formatted final research proposal. (By Sunday evening, last day of the week and of the course.) Responses To Weekly Discussion Board Postings.

		Objectives 1,5,7)		Course Ends

Policies

Please see the Student Handbook to reference all University policies. Quick links to frequently asked question about policies are listed below.

Drop/Withdrawal Policy
Plagiarism Policy
Extension Process and Policy
Disability Accommodations

Writing Expectations

Assignments completed in a narrative essay or composition format must follow the accepted guidelines of the American historical profession, which is the *Chicago Manual of Style*. This course will require students to use the citation and reference style established by Kate Turabian in *A Manual for Writers of Term Papers, Theses, and Dissertations*, 7th ed. (Chicago, IL: University of Chicago Press, 1996), which is the most readily available distillation of the *Chicago Manual*. See Chicago Style Manual.

The *Chicago Style Manual* for book-length works and its *Turabian* offshoot for research papers have long been the standard across all fields of study, as well as much of the publishing industry. These texts cover the layout and production gamut--including rules for chapter headings and subheadings, abbreviations, alphabetizing non-English names, and table design/designation.

1. Front matter – e.g., title page, copyright statement, dedication, table of contents, lists of illustrations or tables, acknowledgements, abstract.

2. Narrative with scholarly attributions.

3. Back matter – bibliography, appendices

Citation and Reference Style

History papers are distinguished by standardized notational schema. These display the primary and secondary sources being quoted or used in the construction. Your professors will certainly call for footnotes, but also may request a formal bibliography:

Footnotes, the primary focus in Turabian, are used to indicate the source of a quotation, paraphrase, or resources--as well as to add explanations or digressions outside the flow of the main narrative.

Bibliography is an optional device at the end of the paper, which highlights the materials cited as a separate, alphabetized list in addition to the endnotes or footnotes.

Turabian and the *Chicago Manual* use sequential Arabic numbers. The numbers are normally collective and at the end of quotations, paraphrased sentences, or paragraphs for collected references. Note numbers:

- May be in-line, but preferably set in raised superscript.[1]

- Should come at the end of the paragraph and collectively account for the resources used. Do not insert for each sentence. The exception is if a short quotation is used within a paragraph. Then cite as appropriate for the information preceding the quotation, the quotation itself (after commas, quotations marks, periods, or other final diacritics), and at the end of the paragraph if needed for subsequent information.

- Must follow one another in numerical order, beginning with 1 and running continuously throughout the paper.

For a full explanation go to: http://www.apus.edu/Online-Library/tutorials/chicago.htm#notation

Late Assignments

As previously indicated, students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals I understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

Netiquette

Online universities promote the advance of knowledge through positive and constructive debate--both inside and outside the classroom. Discussions on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper "Netiquette" must persist. Remember that you are in a place for the fun and excitement of learning that does not include descent to personal attacks, or student attempts to stifle the discussion of others.

Humor Note: Despite the best of intentions, jokes – especially satire – can easily get lost or taken seriously. Accordingly, although I would request you use them sparingly, if you feel the need for humor, you may wish to add "emoticons" to help alert your readers: ;-), :), ☺ . However, in my experience, I have found that it is generally better think about your posts in advance.

Disclaimer Statement

Course content may vary from the outline to meet the needs of this particular group.

Online Library Information

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to **librarian@apus.edu**.

Inter Library Loan: The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.

Electronic Books: You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.

Electronic Journals: The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.

Smarthinking: Students have access to ten free hours of tutoring service per year through **Smarthinking**. Tutoring is available in the following subjects: math (basic math through advanced calculus), science (biology, chemistry, and physics), accounting, statistics, economics, Spanish, writing, grammar, and more. Additional information is located in the Online Library. From the Online Library home page, click on either the "Writing Center" or "Tutoring Center" and then click "Smarthinking." All login information is available.

Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name or navigate by school.

Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., SOCI111) or class name.

Selected Bibliography

In the course materials folders I have included a rather extensive bibliography of texts that are related to historical research and writing. While I certainly do not expect anyone to read each and every selection, I would encourage you to review the titles and, if something parks your interest, perhaps review the item at some later time.