University of Wisconsin-Whitewater

Curriculum Proposal Form #4A

# **Change in an Existing Course**

Type of Action (check all that apply)

[x]  Course Revision (*include course description & former and new syllabus)* [ ]  Grade Basis

[ ]  Contact Hour Change and or Credit Change [ ]  Repeatability Change

[ ]  Diversity Option [x]  Other: Change in title; change in pre-requisite

[ ]  General Education Option

 area:  **\***

\* Note: For the Gen Ed option, the proposal should address how this course relates to specific core courses, meets the goals of General Education in providing breadth, and incorporates scholarship in the appropriate field relating to women and gender.

**Effective Term**:

**Current Course Number** (*subject area and 3-digit course number*): History 499

**Current Course Title**: Senior Seminar

**Sponsor(s)**: Nikki Mandell

**Department(s):** History

**College(s):**

**List all programs that are affected by this change:**

**History BA/BS; History BA/BS Honors; Public History BA/BS; Public History BA/BS Honors; All History BSE**

If programs are listed above, will this change affect the Catalog and Advising Reports for those programs? If so, have Form 2's been submitted for each of those programs?

(Form 2 is necessary to provide updates to the Catalog and Advising Reports)

[ ]  NA [x]  Yes [ ]  They will be submitted in the future

Proposal Information: ([***Procedures for form #4A***](http://www.uww.edu/acadaff/ucc/Procedures_form4A.docx))

1. **Detailed explanation of changes** (use FROM/TO format)

***FROM: Senior Seminar***  Course description: *A capstone research and writing seminar. Senior level History majors do extensive archival research and write a perceptive monograph based on their research*

Prerequisite: Senior standing, History major with at least 24 units of History, and completion of History 200; or by special permission.

***TO: Senior Thesis*** Course Description*: A capstone writing seminar. Senior level History majors employ their previously completed research and analytical skills to complete a perceptive monograph.*

Prerequisite: History 200, and 399 or consent of instructor.

## Justification for action:

## As described in the new course proposal for History 399, over the last several years the history department has discussed possible changes to History 499 (Senior Seminar) which would make the final product of this writing intensive course—that of a finely polished article-length primary source research paper—more directly and readily attainable within the scope of a single semester. While several options had been discussed, the department has settled on the insertion of a new course (Research Methods-History 399) and a substantive revision to the existing capstone writing course (Senior Seminar—to become Senior Thesis-History 499).

Instructors of the current capstone writing course have repeatedly indicated the difficulties students have in producing a fully-researched and technically proficient research paper. Consequently, the department has recently elected to insert a new class into the curriculum for majors. The new sequence will allow students to find a research topic and conduct their primary and secondary research in a new course—History 399—and then spend a full semester perfecting their interpretation and organization and mechanics while writing the paper in History 499.

1. **Syllabus/outline** (if course revision, include former syllabus and new syllabus)

**Former syllabus:**

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| ***Senior Seminar***[***University of***](http://facstaff.uww.edu/guliga/histry499/histry499.htm)***Wisconsin--Whitewater***  |

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| [Instructor Information](http://facstaff.uww.edu/guliga/histry499/histry499.htm#Instructor Information) | [Web and E-Mail Proficiency](http://facstaff.uww.edu/guliga/histry499/histry499.htm#Web and E-Mail Proficiency:) |
| [Content Outline](http://facstaff.uww.edu/guliga/histry499/histry499.htm#Content Outline) | [Required Reading](http://facstaff.uww.edu/guliga/histry499/histry499.htm#Required Reading:) |
| [General Course Information](http://facstaff.uww.edu/guliga/histry499/histry499.htm#General Course Information) | [Participation](http://facstaff.uww.edu/guliga/histry499/histry499.htm#Participation:) |
| [Course Prerequisites](http://facstaff.uww.edu/guliga/histry499/histry499.htm#Prerequisites:) | [Attendance](http://facstaff.uww.edu/guliga/histry499/histry499.htm#A note on class attendance: C) |
| [Course Objectives](http://facstaff.uww.edu/guliga/histry499/histry499.htm#Course Objectives) | [Statement on Academic Integrity and Personal Responsibility](http://facstaff.uww.edu/guliga/histry499/histry499.htm#Statement on Academic Integrity and Personal Responsibility) |
| [General Course Policies](http://facstaff.uww.edu/guliga/histry499/histry499.htm#General Course Policies:) | [Course Topic and Assignment Due Date Schedule](http://facstaff.uww.edu/guliga/histry499/histry499.htm#Course Topic and Assignment Dues Date Schedule) |
| [UW-Whitewater Policy Statement](http://facstaff.uww.edu/guliga/histry499/histry499.htm#The University of Wisconsin-Whitewater is dedicated to a safe, supportive and non-discriminatory learning  environment.  It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding Speci) |

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|  Instructor: Office: Office Hours:  E-Mail:  Web Page:  Office [Phone](http://facstaff.uww.edu/guliga/histry499/histry499.htm):  ***Content Outline***For at least the past three years, you have read the conclusions of professional historians on a variety of significant and hopefully interesting topics.  In many [courses](http://facstaff.uww.edu/guliga/histry499/histry499.htm), you have tried your hand at the historical craft by interpreting primary documents through writing short or longer research-based analytical or interpretive papers.  You have evaluated and developed historiographic arguments by synthesizing historians’ findings with research essays based largely on secondary sources.  In this course, you will have the opportunity to bring to bear all the skills of historical interpretation and research you have been practicing as history majors on a topic of your choosing.   By November you will compose an original historical essay of around 25-30 pages that both analyzes the primary and secondary historical sources and explains your project’s historiographic significance.  Historical research projects are conceived and carried out as part of on-going conversations among scholars about the important questions, methodology and theoretical approaches that help us to interpret the past.  They share their conclusions and insights with presentations and written work that lays out their research questions and the evidence they use to answer them.   In this course, you will have time to share your work with a community of scholars (your classmates and the course instructor) in order to polish your prose and arguments and thus to communicate your project’s accomplishments as clearly as possible.By the end of semester, therefore, you will have a clear sense of the process of historical research and the steps that you need to complete an article-length work. Students and the instructor will collaborate to define a series of exercises that will help you master the basic elements of research and effective written presentation. Your project begins by posing a historical question you would like to answer and locating appropriate primary sources that will allow you to address this question.  While the question you pose is all-important, finding good quality and sufficient historical documents remains a companion and is also key to producing a successful essay.  As history majors, you have all had experiences interpreting primary sources.  For this paper, however, the challenge of developing your own set of primary sources through research in available library databases and archival holdings will be one early steps that defines the scope and direction of your project.  Understanding how your project fits into the existing [scholarship](http://facstaff.uww.edu/guliga/histry499/histry499.htm) on the topic you are examining, is another crucial aspect of this project.  You will want to identify the historiography which is most relevant to your research as this will help you to refine the important questions, evidence and approaches that will guide your research.  The class will also examine in detail how best to compose introductions, incorporate textual evidence, form a historiographic argument and critically revise your work and that of your peers. Historical research writing is a process and your success in [learning](http://facstaff.uww.edu/guliga/histry499/histry499.htm) to follow this process is an important objective of this course.  It will strongly influence the quality of the final essay you submit and provides you with steps along the way to evaluate how the progress of your research project.   Grades and policies for this course, therefore reflect this emphasis on thoughtful and consistent preparation for successfully completing a polished historical essay and contributing to the seminar experience of your peers.Finally, of course, you need to share your insights with your peers in your written conclusions.  The text you need for professional standards of citations is Kate L. Turabian, ***A Manual for Writers of Term papers, Theses and Dissertations*** which is available at the bookstore.  ***General Course Information******Prerequisites:***Senior Standing, History major with at least 24 units of History and completion of History  200 ***Course Objectives***

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| By the end of the course students will be able to: |

* Distinguish between primary and secondary sources
* Critically read/analyze multiple types of primary sources
* Critically read/analyze multiple types of secondary sources
* Use appropriate historical evidence and terminology to develop arguments
* Understand distinguishing features of major historical schools of thought
* Identify and contextualize multiple elements of historiographic debate
* Use library and historical archives for research
* Develop research questions on a focused topic
* Use relevant historical databases and research tools
* Write a well-organized, logical, thesis-driven essay
* Use appropriate historical evidence
* Effectively synthesize and contextualize primary and secondary sources
* Use appropriate footnotes and bibliographic citations

***General Course Policies***:***Course Assignments and Final Grade Evaluation***Details on each course required assignment will be provided in class and distributed via the course companion D2L page.

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| **Assignments\*** | **Portion of Final Course Grade** |
| Class Participation | 10% |
| Research Proposal | 10% |
| Abstract | 10% |
| Short Writing Assignments, Bibliographic Assignments, and Peer Critiques | 10% |
| First Draft of Research Paper | 10% |
| Final Draft of Research Paper | 50% |

\*A research proposal, abstract, first draft and final essay must be submitted in order to pass this course.  Late assignments are accepted but receive a 10% point deduction each calendar day they are late.***Web and E-Mail Proficiency:***Students must be able to retrieve information via the World Wide Web.  Information regarding course assignments, on-line questions and discussions, assigned readings, and other material is made available via the on-line course syllabus devoted to the course.  It is the student's responsibility to check the on-line course syllabus often for important information.  Assignments are distributed electronically through the course companion D2L page.  If you have trouble logging in or accessing on-line material, it is your responsibility to contact [the instructor for assistance](http://facstaff.uww.edu/guliga/histry499/histry499.htm#Instructor Information).  Do not wait!  If you are having trouble with the content or context of this course, ask questions early, often, and repeatedly!  ***Required Reading:***

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| Kate L. Turabian.  ***A Manual for Writers of Term papers, Theses and Dissertations (purchase).*** | http://facstaff.uww.edu/guliga/images/turabian.jpg |

***Participation:***Participation course constitutes a significant portion of each student's final grade ([see above](http://facstaff.uww.edu/guliga/histry499/histry499.htm#Grading)).   The ability to merely recite on-line discussion or the prose in a history text is not education. Learning occurs best when ideas and interpretations are shared and discussed. Participation will occur in a number of ways in this course***A note on class attendance:***   Attendance is expected for all scheduled class and individual meetings; no student will pass the course after four absences (both excused and unexcused).***Statement on Academic Integrity and Personal Responsibility:***All students are expected to complete the required assignments, readings, and participate in the class discussion as prescribed in this syllabus.  It is further expected that work submitted for this class is the students’ own work created expressly for the assignments in this course.  Important Note:  Plagiarism is a serious offense and all instances of it will be dealt with according to the  “Student Academic Disciplinary Procedures” [UWS Chapter 14] see below.   Students who submit plagiarized papers, in whole or part, will receive a failing course grade in all instances. Plagiarism is generally defined as using the ideas of another as your own.  Plagiarism is not avoided by simply changing a few words or by paraphrasing the work of others. **All students enrolled in this class should download, read, and become familiar with thus guide on**[**avoiding academic misconduct.**](http://facstaff.uww.edu/guliga/histry499/UrlBlockedError.aspx) |
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| ***Course Topic and Assignment Dues Date Schedule******(This reading/topic schedule is subject to almost certain change. Any changes will be announced in class.) Exams, papers, and surveys (all required assignments) are listed in the left column below.***

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| ***Class Date:*** | **Topic** | **Assignment Due** |
| **September 4th** | Course Introduction:  The Senior Seminar PaperIdentifying a Topic | --- |
| **September 11th** | Reading Primary and Secondary Sources--It's all about the questions you ask. | **Bibliographic Test Due**[Finding Primary Source Materials for History](http://library.uww.edu/guides/instruction/primary.html)[Finding Secondary Source Materials for History](http://library.uww.edu/guides/instruction/second.html)[Finding Historical Newspaper Articles in the University Library](http://library.uww.edu/guides/instruction/newspapers.html) |
| **September 18th** | Locating Primary and Secondary Sources (Meet at Reference desk in the Andersen Library). | **Primary Document Analysis Due** |
| **September 25th** | Historiography and Historical Context Discussions | **Secondary Source Analysis Due** |
|  **October 2nd**  | No Class Meeting. | **Research Proposal and Preliminary Bibliography Due to D2L Dropbox by 5p** |
|  **October 9th**  | Research Group A MeetsResearch Group B Meets | --- |
|  **October 16th**  | Research Group C MeetsResearch Group D Meets | --- |
| **October 23rd** | Individual Research Meetings--Scheduled in instructor's office. | --- |
| **October 30th** | Individual Meetings--Scheduled in Instructor's Office | **Project Abstract Due to D2L Dropbox by 5p** |
| **November 6th** | Research and Writing--No Class Meeting | --- |
|  **November 13th**  | Debrief of Research Paper Drafts | **First Research Paper Draft to D2L Dropbox by 5p** |
| **November 20th** | Discussion of Peer Critiques | **Peer Critique Due** |
| **December 4th** | Individual Meetings--Scheduled in Instructor's Office | --- |
| **December 11th** | No Class Meeting | **Final Research Paper Due to D2L Dropbox by  5p** |

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**New syllabus:**

**SENIOR THESIS**

HIS 499

***[revised syllabus – part 3 of historical methods sequence]***

Nikki Mandell Term

Office: White 227 Class: Location

Phone: 472-1523 Class Meeting Time

e-mail:

Office Hours:

 TBA

**COURSE SYLLABUS**

Senior Seminar is the capstone research and writing seminar for all History majors. Students will draw on the knowledge and skills they have developed over the course of their historical studies and their approved research proposal to complete a substantive research project. Over the course of the semester you will be expected to demonstrate proficiency at skills that are central to the historical craft, including: reading and interpreting relevant primary and secondary sources; historiographical analysis; and presenting research in an oral format, in a poster presentation, and in a thesis-driven analytical paper. The course approaches historical research and writing as a “process,” providing additional instruction, plenty of individualized and small-group consultation, and requiring written work at each step of the project.

Admission to the Senior Seminar requires an approved Research Proposal. You are expected to enter the course fully prepared to pursue the question posed on your approved proposal. Substantive study of the primary and secondary source materials identified in the approved proposal will begin during the first week of the semester, and continue throughout the first 5 weeks of the semester. The second 5 weeks of the semester will be devoted to reviewing/organizing notes and writing a full draft of the research paper. The final 5 weeks of the semester will be devoted to substantive revisions and polishing your paper and to oral and poster presentations.

**Course Objectives:**

* engage in primary and secondary source research in response to an approved historical question
* communicate research findings and significance in three formats:
	+ well-written, thesis-driven essay (minimum 20pp.)
	+ articulate oral presentation
	+ clearly organized and engaging poster
* participate in historical research and writing within a “community of scholars”

**Attendance Policy:** Class attendance, while very important, is not rewarded with a grade. (It will be very difficult to participate in class discussions if you’re not there.) Attendance is, however, generally related to higher course grades through the fact that students who attend class *every day* and take an active role in learning earn higher exam scores and ultimately higher grades in the class. As well, and more importantly, they also learn more about the subject at hand and enjoy a richer, more rewarding, and valuable educational experience.

**Readings**:

* Primary and Secondary Source Bibliographies on approved research proposal
* Additional primary and secondary sources as warranted through the research process (in consultation with course instructor).
* Galgano, et al., *Doing History: Research and Writing in the Digital Age* [purchase at UWW bookstore]
* *Historian’s Notebook* – each student should have created a *Historian’s Notebook* in Historical Methods (His 200), with additions &/or revisions in Historical Research Methods (His 399) and other history courses.

**Written Assignments & Grading:** Due Date % of Final Grade # of points

Research Process & Participation all semester 15% 150 pts

Research Portfolio as assigned 15% 150 pts

First Draft week 10 20% 200 pts

Final Research Paper (in portfolio) week 15 50% 500 pts

**All assignments must be completed in order to pass the course**. Late assignments will not be accepted. *Plagiarism will result in course failure and an academic referral*.

WRITTEN ASSIGNMENTS

additional guidelines will be provided in class and at the course D2L website

Research Process & Participation:

Historical research and writing requires both historical imagination and self-discipline. Historical imagination refers to the openness, curiosity and thoughtfulness needed to approach familiar topics and sources with a fresh look. Self-discipline refers to the organization, time management and record-keeping needed to produce well-supported and clearly argued history. A combination of research process worksheets and individual consultations with the instructor are designed to support these skills and assist you at each step of the research and writing process.

History is a multi-faceted conversation - a conversation with the past and a conversation with present-day scholars. Seminar discussions offer an opportunity to participate in that historical conversation. Active participation in class and in individual student-faculty meetings will be crucial to developing and testing new ideas and interpretations and learning about research joys and hurdles. The Research Process & Participation portion of your grade will reflect --

* your engagement in these learning conversations.
* the quality of your oral research presentation (guidelines to be provided in class & at D2L)
* the quality of your research poster (guidelines to be provided in class & at D2L)

[note: regular class attendance and showing up for required individual consultations is not participation, but it is an essential prerequisite.]

Research Portfolio

The portfolio will serve as record of your primary research progress and your early development of the draft paper. The portfolio materials will be submitted separately as indicated on the schedule of class. Graded portfolio materials must be compiled in a ½”-1” three ring binder, due with the final research paper at the end of the semester. Portfolio items marked with an asterisk will receive a grade separate from (not included in) the portfolio grade.

Please organize the portfolio using section dividers with the following headings:

* Approved Research Proposal (Not graded for the portfolio. However, portfolio will not be accepted without the Approved Research Proposal)
* Research Logs – 50 points
* Primary Research Worksheets – 50 points
* Precis/Abstract – 50 points
* Research paper draft\*
* Research paper final\*

Precis/Abstract: Due – week 6

At this point you should have completed a substantial portion of the primary and secondary research and have begun to develop an answer to your research question. The precis provides an opportunity to pull this often vast and confusing material together, to try to make sense of your research. The precis will include clearer explanations of many of the elements of the Research Proposal. It will also include a summary of your research findings and explain how these answer the research question. Put briefly, the precis is a short, narrative summary of the final paper. It must be written as a narrative, not as a collection of bullet points or an outline. The precis should include:

* Paper Title & Author’s Name
* Explanation of Context & Significance: Identify the topic, historical context, historiographical context, research question and thesis, historical significance of your study [not necessarily in this order; typically 1-2 paragraphs]
* Evidence and Interpretation: Briefly summarize your major research findings and interpretive conclusions
* Sources: Briefly identify the most significant sources used to reach these conclusions, with a particular emphasis on the title, location and type of primary source(s) used. [1 short paragraph]
* 2 pages in length, typed & double spaced. *Bring hard copy to consultation appt. + submit digitized copy to the D2L dropbox.*

First Draft: Due – week 10

The first draft is a complete paper. See Criteria for Grading. Comments on the first draft will address strengths as well as weaknesses. Comments will address areas needing both revision and editing. **Revisions require additional research and/or substantial changes in organization, interpretation, use of sources. Editing changes will refer to clarity of prose, grammar and citation formats.**  **Plan to do both revisions & editing.**

* Min. 20 pages, typed & double spaced + title page + Turabian/Chicago style citations + bibliography

Final Research Paper Due – week 15

See Criteria for Grading. The final paper should be a clear, well-written, thesis-driven historical analysis. It must reflect revisions and edits warranted by instructor and peer review, as well as your own self-reflective critique of the first draft.

* Min. 20 pages, typed & double spaced + title page + Turabian/Chicago style citations + bibliography

UNIVERSITY POLICY STATEMENT:

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SCHEDULE OF CLASSES

Week 1: Gearing Up & Jumping In

Oral presentations of research proposals (His 200 & 399 students will be invited to attend); develop research schedule; order primary and secondary source materials; begin reading/studying sources.

Due: Week 1 Research Log with research schedule/primary research worksheet

Week 2: Research Week 2

Primary and Secondary research, as per research schedule. Individual consultations with instructor.

Due: Week 2 Research Log & primary research worksheet

Week 3: Research Week 3

Primary and Secondary research, as per research schedule. Individual consultations with instructor.

Due: Week 3 Research Log & primary research worksheet

Week 4: Research Week 4

Primary and Secondary research, as per research schedule. Primary Research presentations.

Due: Week 4 Research Log & primary research worksheet

Week 5: Research Week 5

Primary and Secondary research, as per research schedule. Primary Research presentations.

Due: Week 5 Research Log & primary research worksheet

Week 6: Organizing/Drafting Week 1

Read, analyze research notes; begin to develop paper outline; peer review abstracts.

Due: Precis/Abstract

Week 7: Organizing/Drafting Week 2

Read, analyze research notes; complete paper outline. Individual consultations with instructor.

Week 8: Organizing/Drafting Week 3. Individual consultations with instructor.

Write first draft.

Week 9: Organizing/Drafting Week 4. Individual consultations with instructor.

Write first draft

Week 10: Organizing/Drafting Week 5

Complete first draft; Peer reviews of first draft.

Due: First Draft of Research Paper

Week 11: Revision/Editing Week 1

Additional research as warranted by review of first draft; revise and edit first draft in response to peer review and instructor comments. Individual consultations with instructor

Week 12: Revision/Editing Week 2

Additional research as warranted by review of first draft; revise and edit first draft in response to peer review and instructor comments. Individual consultations with instructor

Week 13: Revision/Editing Week 3

Additional research as warranted by review of first draft; revise and edit response to peer review and instructor comments; Research Poster presentations (His 200 & 399 students & faculty will be invited to attend).

Due: Community of Scholars Presentations - Oral and Poster Presentations

Week 14: Revision/Editing Week 4

Additional research as warranted by review of first draft; revise and edit first draft in response to peer review and instructor comments. (His 200 & 399 students & faculty will be invited to attend). .

Due: Community of Scholars Presentations - Oral and Poster Presentations

Week 15: Revision/Editing Week 5

Complete final edits. Peer review final papers.

Due: Final Research Paper

**Bibliography of Historical Methods**

Brundage, Anthony. *Going to the sources: a guide to historical research and writing.* 4th ed*.* Wheeling, IL: Harlan Davidson, 2008.

Danto, Elizabeth Ann. *Historical research.* Pocket guides to social work research methods.New York: Oxford University Press, 2008.

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Galgano, Michael, Chris Arndt, and Raymond Hysner. *Doing history: research and writing in the digital age*. Boston: Thomson Wadsworth, 2008.

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McDowell, W. H. *Historical research: a Guide for writers of dissertations, theses, articles and books*. New York: Longman, 2002.

Oesch, Madeleine Herren, Martin Ruesch, and Christiane Sibille. *Transcultural history: theories, methods, source.* Transcultural Research – Heidelberg Studies on Asia and Europe in a Global Context. New York: Springer, 2012.

Presnell, Jenny. *The information-literate historian: a guide to research for history students*. New York: Oxford University Press, 2006.

Storey, William Kelleher. *Writing history: a guide for students.* 3rd ed. New York: Oxford University Press, 2008.

Tosh, John. *The pursuit of history: aims, methods and new directions in the study of modern history.* 5th ed. New York: Longman, 2010.

Turabian, Kate L. *A manual for writers of research papers, theses, and dissertations: Chicago style for students and researchers*, ed. Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams, and University of Chicago Press editorial staff*..* 7th ed. Chicago: University of Chicago Press, 2007.

Williams, Robert Chadwell, *The historian's toolbox :a student's guide to the theory and craft of history*. 2nd ed. Armonk, NY: M.E. Sharpe, 2007.