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# Transforming Students into Scholars

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## Embedded Archival Instruction in an Environmental History Course

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# HIS358 American Environmental History

## Spring 2016

- 12-page original research paper
- Students lacked historical research skills
- 14 students → *11 different majors and minors*
  - Half were *non-History*

Welcome

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Environmental History  
Resources

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Session 1 (02/01/16)

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Session 2 (02/04/16)

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Session 3 (02/12/16)

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Session 4 (02/19/16)

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Session 5 (02/24/16)

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Session 6 (03/02/16)

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## HIS358 - American Environmental History - Dieterich-Ward

Over the course of 5 workshop sessions, your group will work with archival materials on one of four environmental history topics. You will use these primary source materials, along with secondary sources, to answer the research question posed to your group. During the 6<sup>th</sup> session, you will present your findings to the class.

Feel free at any time to use our Ask Us Anything chat or email reference service for additional assistance, to sign up for our research consultation service, or contact Christy Fic, [cmfic@ship.edu](mailto:cmfic@ship.edu).

To view your archival collection materials outside of class, contact Christy or Melanie Reed, Archives Technician ([mareed@ship.edu](mailto:mareed@ship.edu)) to make an appointment to visit the archives.

## Librarian




**Christy Fic**

[Schedule Appointment](#)

# Session 1: An Introduction to Archival Research & Your Topics

In today's class you will learn:

- What is an archives
  - How to plan and implement a successful archival research visit
  - Archival research strategies
  - How to properly handle archival materials
  - Workshop topic options
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-  [Session 1 PowerPoint \(2/1/16\)](#)

## Topic 1: Environmental Science

University curriculum constantly evolves to reflect the concerns and interests of contemporary society as well as educational trends. As environmental awareness rose in the public consciousness during the 1960s and 70s, academic departments throughout the United States, including Shippensburg, began to weave an “environmental” focus into their courses.

See the document below for this topic's research question and related archival materials.

-  [Topic 1 Overview: Environmental Science](#)

# **HIS 358 – American Environmental History**

## **Archival Research Workshop – Session 1 (02/01/16)**

### **An Introduction to Your Topic – Group 1**

Over the course of 5 workshop sessions, your group will work with archival materials on the topic described below. You will use these primary source materials, along with secondary sources, to answer the research question posed to your group. During the 6<sup>th</sup> session, you will present your findings to the class.

#### **TOPIC: ENVIRONMENTAL SCIENCE**

University curriculum constantly evolves to reflect the concerns and interests of contemporary society as well as educational trends. As environmental awareness rose in the public consciousness during the 1960s and 70s, academic departments throughout the United States, including Shippensburg, began to weave an “environmental” focus into their courses.

#### **RESEARCH QUESTION**

How and why did the study of environmental science at colleges and universities such as Shippensburg University develop in the 1970s?

## **ARCHIVAL MATERIALS RELATED TO YOUR TOPIC**

- RG 19 College of Arts & Humanities, Sub-Group 3 Geography & Earth Science, File Box 1, Folder 5 Course Proposals – 1973 Soils
- RG 19 College of Arts & Humanities, Sub-Group 3 Geography & Earth Science, File Box 1, Folder 13 Environmental Science
  - Other relevant folders in this box on Curriculum, Courses, Visiting Speakers, 5 Year Program Review will be useful as well
- RG 22 School of Mathematics & Natural Sciences, Box 1, Folder 3 Curriculum & Program Proposals
- RG 22 School of Mathematics & Natural Sciences, Box 1, Folder 4 Environmental Education
- RG 22 School of Mathematics & Natural Sciences, Box 1, Folder 5 Environmental Sciences
- RG 22 School of Mathematics & Natural Sciences, Sub-Group 4 Department of Chemistry, File Box 1, Folder 16 Environmental Sciences Committee
- RG 4 Provost & VP for Academic Affairs, Sub-Group 1 Academic Affairs, Series 8 Academic Programs, Box 2, Folder 6 Environmental Education Program
- Course catalogs – 1970s
- Curriculum Committee proposals – 1970s

## Session 2: Preparing a Prosepectus


In today's class you will learn:

- How to use Zotero to track citations
- The components of a research prospectus

You will start your primary source research during class today and continue on your own/in groups at the start of next week.

## Writing a Prospectus

During today's class you will conduct an initial survey of your archival collection materials. Use class time to gather information from your collection so that you can write a draft prospectus for your sample topic for homework (you will be turning in your prospectus to Dr. Dieterich-Ward). Take notes on the following to help you write your prospectus over the weekend:

- What is your topic?
  - What is your research question?
  - What primary source materials will you use to answer your research question? Describe at least 4 primary sources found in your collection materials (*don't forget to write down proper bibliographic citations*).
  - What secondary source materials will you use to answer your research question?
- 
-  Prospectus Assignment (due 2/10/16)  
Complete this assignment for homework.



**Zotero** [zoh-TAIR-oh] is a free, easy-to-use tool to help you **collect, organize, cite, and share** your research sources.

**Download Now**

Available for Mac, Windows, and Linux



Collect



Organize



Cite



Sync

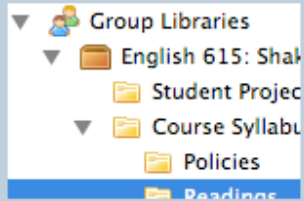


Collaborate

**Work together and share with the world.**

**Works well with others.**

Create and join research groups to focus on any topic you choose. Each group can share its own research library, complete with files, bibliographic data, notes, and discussion threads. Tag and analyze your research together with others. Work with a single colleague or an entire class: Zotero groups can include as many members as you please.



**Share with the world. Or not.**

Zotero groups can be private or public, open or closed. You decide. For example, you and a few colleagues might initially work on a research project in private. After publication, why not share your research notes and library with the world?



## Archives Prospectus Rubric

Group # \_\_\_\_\_

Grade \_\_\_\_\_

Excellent   Good   Fair   Poor

1. Overview paragraph explains the project clearly and contains proper spelling and grammar.
2. Bibliography includes at least two appropriate secondary sources.
3. Bibliography includes at least four primary sources that demonstrate a range of materials.
4. Notes are properly formatted in Chicago bibliography style.
5. Annotations for each source are complete and contain proper spelling and grammar.

# Session 3: Evaluating Secondary Sources

In today's class you will learn:

- The types of focused research questions you need to answer in order to understand your broader research question
- How to develop research questions that can be answered using secondary sources

You will spend the majority of today's class conducting research in your archival collections so that you can determine what research questions you cannot answer with primary sources alone, and what secondary sources you will need to answer those questions.

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## **Preliminary Annotated Bibliography (Secondary Sources)**

In addition to archival materials and other primary sources, historical researchers need to explore and understand three broad types of secondary sources:

- background,
- historical context, and
- historiographical context.

Put together a list of at least nine questions that will need to be answered using the three categories of secondary sources.

## Session 4: Evaluating Primary Sources

In today's class you will learn:

- How to critically analyze primary sources as historical evidence, taking into account
  - Author or producer
  - Point of view or perspective
  - Intended audience
  - Purpose
  - Significance

You will continue to conduct research in your archival collections and select several different primary sources to analyze for this week's homework assignment.

## Session 5: Revising the Research Prospectus

In today's class you will begin to revise your original research prospectus. This will be your final in-class opportunity to work with your primary source collections. If you need more time outside of class, contact Christy ([cmfic@ship.edu](mailto:cmfic@ship.edu)) or Melanie ([mareed@ship.edu](mailto:mareed@ship.edu)).

# What was the most important thing you learned?

“How to manage my time to complete projects by the deadlines.”

“Be patient and persistent.”

“Researching takes time.”

“Plan Ahead!”

“How to tell the difference between primary and secondary sources.”

# Growth in Research Abilities

