

HISP 611: Historical Research Methods
School of Architecture, Planning, and Preservation
University of Maryland
Fall 2012

Instructor: Kirsten Crase
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Office Hours: By appointment
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CLASS TIME: Thursday, 7:00 – 9:40 pm
CLASS LOCATION: 1125 Architecture

OVERVIEW AND COURSE OBJECTIVES

This course addresses research methods used by professional historic preservationists to identify, explore, and record historic structures and sites. The course emphasizes the inter/multidisciplinary nature of contemporary historic preservation practice in the U.S. (and abroad) by using archival and ethnographic evidence as a basis for establishing the significance of a historic site. A central goal of the course is to help students develop the necessary skills and techniques in historic sites research, using both written and oral methods. The course is centered on a weekly class meeting consisting of lectures and discussions of assigned readings. Local fieldtrips are an important part of the course.

Research techniques include reviewing existing scholarly and/or professional literature and collecting primary and secondary data related to the study of the built environment.

The course objectives are as follows:

- To introduce students to methods of historic sites research through a combination of readings, case studies, and hands-on projects;
- To familiarize students with the various stages of a research process; to assist students in learning a variety of skills used in historic sites research; and to provide an opportunity to explore different approaches to data collection, analysis, and synthesis;
- To provide an intellectually stimulating forum for cross-disciplinary discussion of key concepts and approaches within the field of historic preservation;
- To provide a supportive learning environment in which students can present work and learn to monitor their progress and maintain the momentum of research and writing;
- To encourage students to develop an appreciation for intellectual inquiry and the search for knowledge outside their safety zone

- To help students develop a framework of ethics and values, including self-confidence, self-discipline, organization, and social responsibility, especially regarding academic/professional pursuits; and
- To create an awareness of the current and common social, political, and economic issues affecting preservation in the public realm.

ASSIGNMENTS AND GRADING

All written work for this course should be of a level appropriate to graduate students. Spelling, mechanics, and grammar count; this is an opportunity to improve your ability to communicate in written formats. **Please take the time to proofread all assignments carefully.** Writing is a lifelong project and can always be improved upon.

All assignments should be in 12-point font with 1-inch margins and page numbers. Please use the bibliographic citation and footnote/endnote style outlined in the *Chicago Manual of Style*. A thorough overview of this style can be found at the Diana Hacker Research and Documentation site -- http://bcs.bedfordstmartins.com/resdoc5e/RES5e_ch05_o.html, and a more concise overview is also available via the Chicago Manual of Style Online Guide at http://www.chicagomanualofstyle.org/tools_citationguide.html.

Course Assignments:

The written work in this course will revolve around the creation of a property history for a residential property in the Hyattsville Historic District in Hyattsville, Maryland. There are seven written assignments related to this property history, in addition to the final property history itself:

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|--|-----------------|
| 1. Deed Assignment | Due October 4 |
| 2. Map/Photograph Assignment | Due October 18 |
| 3. Census Assignment | Due October 25 |
| 4. Tax Assessment Assignment | Due November 1 |
| 5. Probate Assignment | Due November 8 |
| 6. Oral History Assignment | Due November 15 |
| 7. Newspaper Assignment | Due November 29 |
| 8. Property History – Integrates previous six assignments into synthetic history of property | Due December 13 |

Detailed assignments and instructions will be distributed in class and via Blackboard

Course Grading:

1. Deed Assignment	10%
2. Map/Photograph Assignment	10%
3. Census Assignment	10%
4. Tax Assessment Assignment	10%
5. Probate Assignment	Ungraded, but counts toward Class Participation
6. Oral History Assignment	10%
7. Newspaper Assignment	10%
8. Final Property History Project	30%
<u>9. Class Participation</u>	<u>10%</u>
Final Grade	100%

Please note that late assignments will be marked down the equivalent of ½ grade per day. If you have a personal emergency or illness, please contact me prior to the due date if at all possible.

Blackboard:

Blackboard will serve as an online source of resources, course materials, and course announcements and updates. The primary items that will be made available via Blackboard include course readings that are not available in the two required texts or online, course assignments, and other supplemental materials. Announcements that I send to the class via email will be archived here, and we may also occasionally use Blackboard as a venue for sharing research. Blackboard can be accessed at <http://www.elms.umd.edu>.

CLASS PARTICIPATION AND BEHAVIOR

Active participation is required and will be considered in the assignment of final grades. This participation includes the following:

- **Complete all class readings** in advance of class, and even more importantly, practice active reading. This means taking notes, writing in the margins, highlighting, underlining, etc. (whatever methods works best for you in helping you to retain the material and engage with it). It's also not a bad idea to keep a dictionary handy when you're completing readings, since all of us occasionally stumble upon a word with which we're not completely familiar.
- Come to class prepared to **discuss the readings** - what you learned, questions you may have, things you don't understand or disagree with, and things you would like to discuss further. Also, having the reading assignments in hand with you in class, or accessible via a laptop or tablet, generally aids in the discussion process.

- **Listen and respond actively and thoughtfully**, to the instructor as well as to other students.
- Be prepared to begin class **on time**.
- Contribute to **harmony in the classroom** – respect the opinions and perspectives of others, and present your own opinions and perspectives in a respectful manner.

Just as the instructor is responsible for facilitating, monitoring, evaluating, and contributing to this process, students are responsible for fully and seriously participating in the seminar.

ACADEMIC INTEGRITY

You are expected to abide by the University of Maryland's rules governing academic integrity and dishonesty. Any violation of the university's code, including cheating of any kind, fabrication, plagiarism, or the facilitation of academic dishonesty will be reported to the Student Honor Council for investigation. Please read over this overview of the university's Code of Academic Integrity at the following website:

<http://osc.umd.edu/Uploads/OSC/Code%20of%20Academic%20Integrity%20Fact%20Sheet.pdf>.

SPECIAL NEEDS AND LEARNING ASSISTANCE

Any students with disabilities or special needs that will impact the ability to function in this class should inform me of this as soon as possible.

For students looking for additional support with writing, time management, English as a foreign language, etc., the university's Learning Assistance Service offers a plethora of services that support academic success. These services include individual academic counseling, discussion and support groups, and workshops. See <http://www.counseling.umd.edu/LAS/> for more information.

COURSE MATERIALS

We have two required texts (monographs) for this class, plus two briefs/guidelines that are available online. The two monographs are on reserve in the Architecture Library.

Monographs:

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

Kyvig, David E., and Myron A. Marty. *Nearby History: Exploring the Past Around You*. 3rd ed. Walnut Creek, California: AltaMira Press, 2010.

Briefs/Guidelines:

O'Donnell, Eleanor. *Researching a Historic Property*. Rev. ed. National Register Bulletin #39. U.S. Department of the Interior, 1998,
<http://www.nps.gov/history/nr/publications/bulletins/nrb39/>

McClelland, Linda F. *How to Complete the National Register Registration Form*. Rev. ed. Part A of *Guidelines for Completing National Register of Historic Places Forms*. National Register Bulletin #16A. U.S. Department of the Interior, 1997,
<http://www.nps.gov/nr/publications/bulletins/nrb16a/>

Recommended Background Reading on Hyattsville:

Damron, Andra, on behalf of the Hyattsville Preservation Association. *Hyattsville*. Images of America series. Charleston, South Carolina: Arcadia Publishing, 2008.

HISP 650 Fall 2009 Studio Report: *Hyattsville Historic District Style Guide: A Resource for Homeowners*.
<http://www.arch.umd.edu/images/student-work/documents/HSG%20FINAL.pdf>

Hyattsville, Our Hometown: 100 Years of Life, Growth and Service in Prince George's County, Maryland. City of Hyattsville, 1988.

Pearl, Susan G. *African American Heritage Survey, 1996*. Upper Marlboro, Maryland: Prince George's County Planning Dept., Maryland-National Capital Park and Planning Commission, 1996.

Pearl, Susan S., Marina King, and Howard S. Berger. *Historic Contexts in Prince George's County: Short Papers on Settlement Patterns, Transportation and Cultural History*. Upper Marlboro, Maryland: Maryland- National Capital Park and Planning Commission, 1991.

Recommended Background Reading on Archival and Ethnographic Documentation:

Burns, John A., and the staff of the Historic American Buildings Survey, Historic American Engineering Record, and Historic American Landscape Survey, eds. *Recording Historic Structures*. 2nd ed. Hoboken, New Jersey: John Wiley & Sons, 2004.

Howe, Barbara J., et al. *Houses and Homes: Exploring their History*. The Nearby History series. Walnut Creek, California: AltaMira Press, 1997.

Schlereth, Thomas J. *Artifacts and the American Past*. Walnut Creek, California: AltaMira Press, 1996.

COURSE SCHEDULE*

CLASS 1 – August 30

Introductions/Course Overview/Requirements

Readings:

Harris, Cole. “Archival Fieldwork.” *The Geographical Review* 91 (2001): 328-334.

CLASS 2 – September 6

Historical Methods 1

Readings:

- Howell, Martha, and Walter Prevenier. *From Reliable Sources: An Introduction to Historical Methods*. Ithaca: Cornell University Press, 2001.
--Introduction, chapters 1-5

CLASS 3 – September 13

Primary Sources 1 – Land Records, Part 1

Guest Lecturer – Dr. Jennifer Stabler, Prince George’s County Planning Department

Please obtain an account from www.mdlandrec.net **prior** to class

Readings:

- Hart, John Fraser. *The Rural Landscape*. Baltimore: Johns Hopkins University, 1998.
--Part 3: Land Division (105-163)
- Langhorne, Henry, and Lawrence E. Babits. “Anthropological Title Searches in Rockbridge County, Virginia.” In *Documentary Archaeology in the New World*, edited by Mary C. Beaudry, 132-137. Cambridge: Cambridge University Press, 1988.
- Historyworks Ohio. “Deed Search Tutorial.”
<http://www.ohiohistory.org/historyworksohio/tutorials/detail.cfm?id=6>
- Film Study Center, Harvard University. “How to Search Deeds.” DoHistory.
http://dohistory.org/on_your_own/toolkit/deeds.html
- O’Donnell, Eleanor. *Researching a Historic Property*. Rev. ed. National Register Bulletin #39. U.S. Department of the Interior, 1998,
<http://www.nps.gov/history/nr/publications/bulletins/nrb39/>
- McClelland, Linda F. *How to Complete the National Register Registration Form*. Rev. ed. Part A of *Guidelines for Completing National Register of Historic Places Forms*. National Register Bulletin #16A. U.S. Department of the Interior, 1997,
<http://www.nps.gov/nr/publications/bulletins/nrb16a/>

* If necessary or appropriate, the instructor reserves the option to change scheduled class topics, assignments, or due dates.

LIBRARY SESSION – September 20 (5-7 pm, Hornbake Library)***Takes place before the start of our regular class session, and in a different location***Doug McElrath, Curator of Marylandia and Rare Books, dmcelrat@umd.eduLara Otis, Maps and GIS Services, lotis@umd.edu[Joanne Archer, National Trust Library, jarcher@umd.edu][Patti Cossard, Architecture Library, pcossard@umd.edu]**CLASS 4 – September 20****Primary Sources I – Land Records, Part 2***Readings:*

Review Class 3 Materials

CLASS 5 – September 27**Primary Sources II – Maps and Photographs****Guest Lecturer – Dr. Donald Linebaugh***Readings:*

- Kyvig, David E., and Myron A. Marty. *Nearby History: Exploring the Past Around You*. 3rd ed. Walnut Creek, California: AltaMira Press, 2010.

--Chapter 7: Visual Documents (133-158) and section on maps from Chapter 4: Published Documents

- Seasholes, Nancy S. "On the Use of Historical Maps." In *Documentary Archaeology in the New World*, edited by Mary C. Beaudry, 92-118. Cambridge: Cambridge University Press, 1988.

- Schlereth, Thomas J. *Artifacts and the American Past*. Walnut Creek, California: AltaMira Press, 1996.

--Chapter 1: Mirrors of the Past: Historical Photography and American History (11-47)

- Hanlon, James. "Spaces of Interpretation: Archival Research and the Cultural Landscape." *Historical Geography* 29 (2001): 14-25.

CLASS 6 – October 4**Primary Sources III – Census and Probate Records******Due: Deed Assignment*****Readings:*

- Kyvig, David E., and Myron A. Marty. *Nearby History: Exploring the Past Around You*. 3rd ed. Walnut Creek, California: AltaMira Press, 2010.

--Chapter 5: Unpublished Documents (91-112)

- U.S. Census Bureau. "Measuring America: The Decennial Censuses from 1790 to 2000." <http://www.census.gov/prod/2002pubs/pol02marv.pdf>

--"A History of the Decennial Censuses?" (read pp. 125-140)

- U.S. Census Bureau. “2010 Overview.”
http://www.census.gov/history/www/through_the_decades/overview/2010_overview_1.html
- Winkle, Kenneth J. “The United States Census and Community History.” *The History Teacher* 28, no. 1 (Nov. 1994): 87-101.
- Maryland State Archives, “Probate Records.”
<http://guide.mdsa.net/viewer.cfm?page=probate>
--Read Introduction and sections on wills and inventories
- Main, Gloria L. “Probate Records as a Source for Early American History.” *William and Mary Quarterly* 32, no. 1 (Jan. 1975): 89-99.
- Izard, Holly V. “Random or Systematic? An Evaluation of the Probate Process.” *Winterthur Portfolio* 32, no. 2/3 (Summer/Autumn 1997): 147-167.
- Center for History and New Media, George Mason University. “Probing the Past: Virginia and Maryland Probate Inventories, 1740-1810.”
<http://chnm.gmu.edu/probateinventory/>
[Skim]

CLASS 7 – October 11

Field Trip – Maryland Archives

Primary Sources IV: Tax Assessment Records

Leave College Park at 9 am and return at 5 pm.

Readings:

- DeBats, Donald A. “A Tale of Two Cities: Using Tax Records to Develop GIS Files for Mapping and Understanding Nineteenth-Century U.S. Cities.” *Historical Methods* 41, no. 1 (Winter 2008): 17-38.

[No Thursday evening class on Oct. 11; the field trip will serve as our class session]

CLASS 8 – October 18

Primary Sources V – Material Culture and Personal Records, Ephemera, Etc.

****Due: Map/Photograph Assignment****

Readings:

Personal Records, Ephemera, Etc.

- Kyvig, David E., and Myron A. Marty. *Nearby History: Exploring the Past Around You*. 3rd ed. Walnut Creek, California: AltaMira Press, 2010.
--Chapter 5: Unpublished Documents (91-112). (Review from Class 6)

- Heathcott, Joseph. "Reading the Accidental Archive: Architecture, Ephemera, and Landscape as Evidence of an Urban Public Culture." *Wintertbur Portfolio* 41, no. 4 (Winter 2007): 239-267.

Material Culture

- Kyvig, David E., and Myron A. Marty. *Nearby History: Exploring the Past Around You*. 3rd ed. Walnut Creek, California: AltaMira Press, 2010.
--Chapter 8: Artifacts (159-176) and Chapter 9: Landscapes and Buildings (177-192)
- Wolkomir, Richard, and Joyce Wolkomir. "Reading the Messages in Everyday Things." *Smithsonian* 31, no. 1 (April 2000): 74-80.
- Yentsch, Anne. "Legends, Houses, Families, and Myths: Relationships Between Material Culture and American Ideology." In *Documentary Archaeology in the New World*, edited by Mary C. Beaudry, 5-19. Cambridge: Cambridge University Press, 1988.

CLASS 9 – October 25

Primary Sources VI – Oral History

****Due: Census Assignment****

Readings:

- Frisch, Michael. *A Shared Authority: Essays on the Craft and Meaning of Oral and Public History*. Albany: State University of New York Press, 1990.
--Introduction (xv-xxiv)
- Myerhoff, Barbara. "Needle and Thread: The Life and Death of a Tailor." In *Negotiating Cultures and Identities: Life History Issues, Methods, and Readings*, John L. Caughey, 113-129. Lincoln: University of Nebraska Press, 2006.
- Kyvig, David E., and Myron A. Marty. *Nearby History: Exploring the Past Around You*. 3rd ed. Walnut Creek, California: AltaMira Press, 2010.
--Chapter 6: Oral Documents (113-132)
- Low, Setha M. "Anthropological-Ethnographic Methods for the Assessment of Cultural Values in Heritage Conservation." In *Assessing the Values of Cultural Heritage: A Research Report*, edited by Marta de la Torre, 31-49. Los Angeles: The Getty Conservation Institute, 2002.

[November 1 – No class, National Trust Conference]

****Due: Tax Assessment Assignment****

CLASS 10 – November 8
Secondary Sources – Books, Articles, Newspapers

****Due: Probate Assignment****

Readings:

- Kyvig, David E., and Myron A. Marty. *Nearby History: Exploring the Past Around You*. 3rd ed. Walnut Creek, California: AltaMira Press, 2010.
 --Chapter 4: Published Documents (61-90)
- Singmaster, Elsie. “Big Thursday.” In *Heart Language: Elsie Singmaster and her Pennsylvania German Writings*, by Susan Colestock Hill and Elsie Singmaster, 79-95. University Park: The Pennsylvania State University Press, 2009.
- Library of Congress Blog, “Searching Historic Newspapers Just Got Better.”
<http://blogs.loc.gov/loc/2011/02/searching-historic-newspapers-just-got-better/>

CLASS 11 – November 15
Analysis and Interpretation I

****Due: Oral History Assignment****

Readings:

- Kyvig, David E., and Myron A. Marty. *Nearby History: Exploring the Past Around You*. 3rd ed. Walnut Creek, California: AltaMira Press, 2010.
 --Chapter 11: Research, Writing, and Leaving a Record (211-226) and Chapter 12: Linking the Particular and the Universal (227-258)

[November 22 – No class, Thanksgiving]

CLASS 12 – November 29
Analysis and Interpretation II

****Due: Newspaper Assignment****

CLASS 13 – December 6
Analysis and Interpretation III

CLASS 14 – December 13
FINAL PROJECT DUE – FINAL CLASS SESSION AND PRESENTATIONS
***7:30 PM, Hyattsville Administrative Building**

Have a great winter break and spring semester!