

SOURCE EXPLORATION ASSIGNMENT

Most history books offer a narrative about what happened in the past. These narratives are based on *primary sources*--documents and artifacts created at the time of the events in question, or later by eyewitnesses to those events, as well as *secondary literature*--books and articles written by people (historians, memoirists, journalists, novelists) who used primary and other secondary sources to craft their own narratives. In many cases historians trust other authors' work and do not consult the original primary sources themselves. The task here is to take one of these primary sources, from the [GHDI collection](#) or any of the course readings, and find out as much as possible about its author, why that author created it, for what audience, how that original audience understood it, how the source was preserved, and how that source has been invoked and interpreted over the years since its creation. (See [examples from 2019 & '24](#) on the prof's website)

This assignment is designed to foster the following learning goals (think "information literacy"):

- To learn and practice historical research techniques: **locating** *primary sources of information* about the past, and finding out how those sources have come down to us in the present (their provenance).
- To see that people (document creators, journalists, historians) **curate** the past: They find and select evidence to **construct** interpretations about people, places and events.
- To see how interpretations depend on the **context** of creation, on **what questions** are asked of a source, and on the presumptions, values and intentions of each **interpreter**.

Step 1: Proposal (due Wednesday Oct. 30 [week 5], 11:59pm on Canvas as .docx) (5 pts)

- a) **Pick a few (2-3) sources** from the [German History in Documents and Images](#) website, from the notes in any course reading, from the Wikipedia assignment, or from the Fulbrook textbook.
 - Think about your own interests: your hobbies, courses you've taken, your career and life goals.
 - Think about Germany between 1945 and today--what interests you about it? List 4-5 topics.
 - Browse the course readings and GHDI website for primary sources related to that topic.
 - If you need help picking some sources, talk to the professor *before* your appointment.
 - Note the source of each source--usually in a headnote or foot- or endnote.
 - For each, do some of the searches described below in Step 2, listing where you looked & what you found. Copy-paste these into a document (preferably MS Word .docx).
- b) **Meet with the professor** to discuss your selections. Bring a printout of your preliminary work.
- c) Once you've finally selected one source, continue your research and **write it up as follows**.

Proposal Format

1. Start with a bulleted paragraph: The full, correct citation of the primary source itself (be sure to include its *original* date of creation);
then type <shift+enter> and *where source was found* as given by GHDI or other authors;
then type <shift+enter> again, and a brief narrative describing it, with some relevant information about the original source's creator (*including their birth & death years*).
2. Compile a list of **3-10 relevant keywords, names or phrases**. Tip: the more unique, the better.
3. Then, with a **section heading for each**, annotate the results of the following searches, **using a new bullet for each of the search terms or phrases you used**. Note also useless or null results.
 - a) **Google**: use the creator's name, exact title, title keywords, unique words or phrases. Note also null results. What information is on the open web? On what sites? Is your source in Wikipedia? Give complete webpage citation information. (Tip: *start with* a [citation generator](#))
 - b) **Wikipedia**. If some Wikipedia pages come up, look at them, including their notes and references sections. Follow up on those (secondary) sources with a UCSB library search. Check the [German Wikipedia](#) ([Deutsch](#)) on the far left; and let [Chrome translate](#) for you).
 - c) **UC Library Search**: find any print publications found in a) and b) above. Note all editions and translations. Start a bibliography using [Chicago Style \(notes+bib\) format](#) (tip again: *start with* the library's citation generator).

- d) What articles cite or quote this source? What do they say? In the [library databases](#), try:
- [JSTOR](#) archives the **full text** of many **history journal articles** over a long period of time
 - [Academic Search Complete](#) (ASC) has many **more scholarly journals**, but not always full texts.
 - [Times of London](#), [NY Times](#): Do newspapers report on the event or source author?
- e) Search [google scholar](#): Do its results duplicate what you found in the library databases?
- f) Use [google ngrams+book results](#): what can you find out there?

Step 2: Exploration (due Wednesday Nov. 20 [week 8], 11:59pm on Canvas)(20 pts)

This is a narrative (1-2 pages) and *chronologically ordered annotated bibliography* (1-2 pages).

- o Start with your own **headnote**, including--as relevant and in a meaningful order:
Background information about the author, editor and *original* document, and/or where the first print publication can be found, as well as how you know. If available online (e.g. [Hathi Trust](#)), give the permalink as well. After the headnote, your narrative should include:
 - i *Relevant* biographical information about the author & editor (use footnotes to cite where you found out --Wikipedia ok), noting any discrepancies between different sources of background information. If relevant: describe/list other things written or created by that author.
 - ii How, where and why the source came to be created--in what context was it created or published?
 - iii Description of the entire first, original publication (the context of the source excerpt).
 - iv Describe & explain any varying interpretations (or selections) noted in the annotations below.
- Then the following should be presented as a (chronological) list of annotated bibliography items.

NOTE: *not* all of the following items are relevant for all topics.

- o Any newspaper articles or reviews published at that time about that person, event or source.
- o **Who else has published that text, or cited it?** (from JSTOR, ASC, Google Books & Scholar)
Summarize how each contextualizes and interprets your source.
- o If the original was in German: Anything significant or revealing about the translation/translator?
- o If there is a unique term, phrase or concept, try [google ngrams](#)--also in the original German.
It is not always easy to interpret these--*discuss with the professor what the results might indicate.*
- o How does this source relate to other sources about the same person or event, in other books or the GHDI collection?

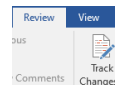
➤ *Explorations earning a B+ or better grade generally qualify for the "no final exam essay" option.*

Step 3: Revision (due Tue Dec. 3, 11:59pm on Canvas [week 10]) (5 pts)

After incorporating the professor's corrections & suggestions, submit a revised version.

This version should either have an expanded, well-written narrative, or the annotations should flow like a paper. It will be graded on formal writing as well as research. (See Writing Conventions below.)

Turn on Word's Revision "Track Changes" feature [Review Tab > Track Changes].



Tips for Doing Well

- Try foreign language (German) websites: use [translate.google.com](#) and search exact German phrases.
- If you find revealing google ngrams, **include screenshots** showing the parameters of the graph.
- Follow the writing conventions below.
- **Pay attention to these grading criteria:**
 - * **Seriousness of research effort** (even null results are results, but you must try all searches).
 - * **Quality of annotations & analysis** (search "annotated bibliography" for examples).

Writing Conventions

1. Submit on Canvas as a Word .docx. If you must use a google doc, share with marcuse@ucsb.edu.
2. If in Word, use 1.5 line spacing, 1x1" margins, 12pt Times font.
3. Number the pages in the upper right (in MS Word: Insert > Page Number), but not on first page.
4. Use **hanging indent** (.5") format and **<shift+enter>** to keep **annotations** with bibliography entries.
5. Use **bold** for strong emphasis, *italics* for light emphasis (& book titles), underlining for hyperlinks.
6. Place punctuation marks inside of "quotation marks." Footnote ref.s go **outside a "quotation."**¹
7. Footnote references should be at the end of a sentence, **after the period.**¹
8. A document/book's voice should be in **present tense**; *authors* ~~do~~ → did things in **past tense**.