**EDRE 5010 Berg/Lune Chapter 9**

**Social Historical Research & Oral Traditions Overview**

**By: Amanda Luttrell**

**What is Historical Research? (Page 304)**

* Method that uses records and other accounts to find out what happened in a past period.
* Not just fact centered.
* Seeks to offer theoretical explanations for historical events.
* Assumption: You can learn about the present from what happened in the past.

**Social Historical Research (Page 304-305)**

* Point of view or perspective on historical research that tries to understand and explain social life in historical settings.
* **For example NOT**: text books, time lines, lists, chronological sequence, and or drawings.
* Attempts to show a descriptive written account of the past. (Like a narrative-flowing, revealing, and exciting.)
* More than retelling of facts from the past and linking together information found from documents, diaries, or letters.
* Descriptive, factual, and fluid
* Overlaps with historiography (study of how history is studied and written).
* Doesn’t occur in a theoretical vacuum, but examines history with analysis and narration.
* Social historical research puts the missing puzzle pieces together to bring the past alive.
* Page 307: “You cannot fully evaluate or appreciate advances made in knowledge, policy, science, or technology without some understanding of the circumstances within which these developments occurred.”

**Get to know your partner activity (page 307):**

1. Where were you born, raised, and educated?
2. What do you like to do in your spare time?
3. What are your favorite foods, books, and television shows?
4. What are your favorite sports?
5. Do you have brothers or sisters and how well do you get along with your parents?

**Purpose of activity:** All of this information goes into the process of getting to know each other and into decisions about the future. It’s not likely that you could make the decision to continue a friendship or build trust with this person without knowing about the other person’s background (just like historical research).

* Knowledge of the past gives the necessary information to be used in the present in order to determine how things may be in the future.

**Historical Research is conducted for several reasons (Page 307):**

1. Uncover unknown
2. Answer questions
3. Seek implications or relationships of events from the past and their connections with present.
4. Access past activities and accomplishments of individuals, agencies, or institutions.
5. Aid in understanding of human culture

**Life Histories & Social History (Page 308)**

**Life Histories-** a variation on traditional depth interviewing strategies

* Researchers often go beyond interviews and seek external corroborating pieces of evidence (construction of a life history).
* The researcher may feel the need to access the motives of authors of essential documents.

**What are the Sources of Data for Historical Researchers? (Page 309)**

* Confidential reports
* Public records
* Government documents
* Newspaper editorials/stories
* Essays
* Songs
* Poetry
* Diaries
* Letters
* Artifacts
* Interviews
* Questionnaires

**Sources of Data:** Classified into three types: **Primary, Secondary, or Tertiary**

**Primary:** eyewitness (original artifacts, documents, items, journals, diaries, etc.)

**Secondary:** not immediately present at the time of a given event (textbooks, encyclopedias, journal articles, newspaper stories, etc.)

**Tertiary:** involve primary and or secondary information that has been distilled and presented in some sort of collection or anthology format (almanacs, bibliographies, indexes, abstracts, etc.).

**Doing Historiography: Tracing Written History as Data (Page 310):**

1. Identify idea, topic, or research question.
2. Conduct background literature review.
3. Refine the research idea and questions.
4. Determine historical methods will be the data-collection process.
5. Identify and locate primary and secondary data sources.
6. Evaluate the authenticity and accuracy of source material.
7. Analyze the data and develop a narrative exposition of the findings.

**External Criticism (Page 312-315) -** Determining the authenticity of a document or artifact.

* Page 314 Gives questions you should ask to aid in determining genuineness of source material.

**Internal Criticism (Page 315-317) –** Seeks to evaluate the meaning of the statements in the document or the possible meanings and/or intentions of an artifact to established its trustworthiness.

* Page 316 Gives questions that are helpful

**What are Oral Histories? (Page 317)**

* First kind of history
* Information from one historian passed on to another.
* Provides an increased understanding and lifeline between the present and the past.
* Real life experiences and memories of someone cannot be edited or erased as easily.
* Provides a way to answer questions and offer solutions that might have went unmentioned.