CONTENTS

Introduction: History Is for Everyone 1

PART I  DEFINITIONS

CHAPTER 1  Defining History 9

History Is the Study of People and the Choices They Made 10

History Is a Means to Understand Today's World 14

History Combines Storytelling and Analysis 18

History Is an Ongoing Debate 21

CHAPTER 2  Historians' Ethics 24

Curiosity 25

Accuracy 26

Judgment 27

Empathy 30

Gratitude 31

Truth 33

PART II  QUESTIONS

CHAPTER 3  Asking Questions 39

Wonder 40

Autobiography 40

Everything Has a History 44

Narrative Expansion 46
From the Source 49
Public History 51
Research Agenda 51

Questions 54
Factual Questions 54
Interpretive Questions 55

Dialectics 56
Opposing Forces 57
Internal Contradictions 58
Competing Priorities 59
Determining Factors 60
Hidden or Contested Meanings 61
Before and After 62
Dialectics Create Questions, Not Answers 64

CHAPTER 4 Research Design 65

Scope 66
Copy Other Works 67
History Big and Small 70
Pick Your People 71
Add and Subtract 73
Narrative versus Thematic Schemes 73

Periodization 76
Beginnings 79
Endings 80
Pace 82
The Balky Time Machine 83

Geography 84
National 84
Local and Regional 85
Transnational and Global 86
Comparative 88

Historiography 90
What Is New about Your Approach? 91
Are You Working in a Specific Theoretical Tradition? 93
What Have Others Written? 94
Are Others Working on It? 96
What Might Your Critics Say? 97

Proposal 97

PART III SOURCES

CHAPTER 5 Sources: An Introduction 103
Primary versus Secondary Sources 105
Balancing Your Use of Secondary Sources 108
Sets of Sources 109
Sources as Records of the Powerful 113
No Source Speaks for Itself 116
Languages and Specialized Reading 117
Choose Sources That You Love 118

CHAPTER 6 Texts as Sources 120
First-Person Accounts 120
Diaries 122
Letters 123
Memoirs 125
Chapter 7: Sources beyond Traditional Texts

Interviews 127
Workaday Documents 128

Periodicals
Newspapers 130
Magazines 134
Specialized Periodicals 135

Government Documents
Criminal Investigations and Trials 138
Censuses 140
Official Reports 141
Letters and Petitions 141
Institutional Records 143

Scholarship 144

Fiction 145
Words 148

Big Data 151

Chapter 7

Numbers 155
Maps 157
Images 159
Portraits 164

Motion Pictures and Recordings 165
Artifacts 167
Buildings and Plans 169
Places 170
CHAPTER 8  Finding Sources  172
   The Working Bibliography  173
   The Open Web  174
   Limits of the Open Web  177
   Bibliographic Databases  178
   Full-Text Databases  179
   Libraries  182
   Oral History  183

CHAPTER 9  Archival Research  186
   What Is an Archive?  187
   Archives and Access  189
   Working in Archives  196
      Read the Finding Aid  196
      Follow the Rules  197
      Work with Archivists  199
   Research with Digital Photography  201
      Types of Cameras  203
      How Much to Shoot?  205
   Managing Expectations  206

CHAPTER 10  Interpreting Sources  208
   Pattern Recognition  208
      Worldview  209
      Duck, Duck, Goose  210
   Critical Reading  213
      Agenda  214
      Credibility  216
PART IV  PROJECTS

CHAPTER 11  Project Management

Goals of Project Management
Avoid Catastrophe
Complete Tasks—Ideally Just Once, and in the Right Order
Maintain Momentum

Tools of the Trade
Hardware
Kinds of Software
Word Processors
Means of Entry

Productivity
A Good Day’s Work
Word Count Is Your Friend
Managing Research Assistants
Research Diary

When to Stop

CHAPTER 12  Taking Notes

Goals
Note-Taking as Mining
Note-Taking as Assembly
The Good-Enough Note

Identify the Source, So You Can Go Back and Consult if Needed

Distinguish Others’ Words and Ideas from Your Own

Allow Sorting and Retrieval of Related Pieces of Information

Provide the Right Level of Detail

Simple Tools for Notes

Notebooks and Index Cards

Word Processors for Note-Taking

Plain Text and Markdown

Database Software

Reference Managers

Note-Taking Apps

Relational Databases

Spreadsheets

Specialized Tools

Timelines

Glossaries and Alphabetical Lists

Image Catalogs

Mapping

Other Specialized Formats

The Working Draft

CHAPTER 13 Organization

Scale

The Foundational Five-Paragraph Essay

Variants: The Ten- and Thirty-Page Papers
Introduction 281

Ledes 282

Thesis Statement 284

Historiography 289

Body 290

Sections 290

Background 292

Sections as Independent Essays 292

Topic Sentences 294

Conclusions 298

Answering Questions 299

Invisible Bullet Points 300

The Perils of Policy Prescriptions 301

Outlines 303

A Model (T) Outline 304

Flexibility 308

PART V STORIES

CHAPTER 14 Storytelling 311

Characters 312

Protagonists 313

Antagonists 315

Witnesses 316

Bit Players 317

Chorus 318
# Contents

**Plots**

- The Shape of the Story 319
- The Controlling Idea 321

**Events**

- Alchemy: Turning Sources to Stories 323
- Chronology 324
- Turning Points 327
- Agones 328
- Resolution 329
- Counterfactuals 330

**Like a (Realist) Novel**

- Scene 332
- Dialogue 334
- Point of View 334
- Symbolic Details 336
- Combinations 337

**Speculation**

**Chapter 15 Style**

- Words 341
  - Is Your Jargon Really Necessary? 342
  - Defining Terms 343
  - Word Choice as Analysis 347
  - Period Vocabulary or Anachronism? 348
  - Quotation 349

© Copyright, Princeton University Press. No part of this book may be distributed, posted, or reproduced in any form by digital or mechanical means without prior written permission of the publisher.
Nontextual Information 351

Integrate Images into Your Story 351
Put Numbers in Context 352
Summarize Data in Tables and Graphs 354

Citation 355

Why We Cite 355
Citation Styles 358

Rhetorical Devices 360

Active Verbs 360
People as Subjects 362
Metaphors 363
Signposting 364
Questions 366
First Person 366

Titles 368

Revision 373

Putting It Aside 373
Reverse Outlining 373
Auditing Your Word Budget 374
Writing for the Ear 375
Cuts 375

CHAPTER 16 Publication 377

Playing with Others 378
Conferences 378
Social Media 381
Coauthorship 383
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Review</td>
<td>384</td>
</tr>
<tr>
<td>Tough, Fair, and Encouraging</td>
<td>385</td>
</tr>
<tr>
<td>Manuscript and Book Reviews</td>
<td>386</td>
</tr>
<tr>
<td>Print</td>
<td>389</td>
</tr>
<tr>
<td>Journal Articles</td>
<td>389</td>
</tr>
<tr>
<td>Book Chapters</td>
<td>390</td>
</tr>
<tr>
<td>Books</td>
<td>390</td>
</tr>
<tr>
<td>Public Engagement</td>
<td>391</td>
</tr>
<tr>
<td>Websites and Social Media</td>
<td>392</td>
</tr>
<tr>
<td>Museums and Historic Sites</td>
<td>394</td>
</tr>
<tr>
<td>Press Appearances and Op-Eds</td>
<td>394</td>
</tr>
<tr>
<td>Law and Policy</td>
<td>396</td>
</tr>
<tr>
<td>Graphic History, Movies, and Broadway Musicals</td>
<td>397</td>
</tr>
<tr>
<td>Letting Go</td>
<td>399</td>
</tr>
</tbody>
</table>

Acknowledgments · 401
Index · 403
IN 2004, Afua Cooper walked the streets of Old Montreal, seeking the ghost of Marie-Joseph Angélique. Two hundred and seventy years earlier, Angélique—an enslaved woman—had been tortured and executed for setting a fire that burned much of the city. By telling Angélique’s story, Cooper believed, she could tell a story about Atlantic slavery, about Canada’s place in the Atlantic world, about “an experience of woe and sorrow.” “Since much of the Black past has been deliberately buried, covered over, and demolished,” Cooper writes, “it is our task to unearth, uncover, and piece it together again. This we are called to do because the dead speak to us.”¹ Not all history has been so deliberately buried, covered over, and demolished. Not all historical figures are silent ghosts. But, like Cooper, all historians believe they are called to unearth, uncover, and piece together a lost past. We remember what must not be forgotten. We tell the stories that must be told.

These stories matter. Ten years before Cooper’s walk, Roy Rosenzweig and David Thelen directed a telephone survey that

asked fifteen hundred Americans how they engaged with the past. While a distressingly high proportion of respondents complained that their history classes in school had been boring, and that they rarely read history books, a majority reported some kind of enthusiastic exploration of history, through visits to museums, participation in hobbies, or, most of all, through the sharing of stories with family members. “Using the past is as natural a part of life as eating or breathing,” Thelen concluded. “What we have in common as human beings is that we employ the past to make sense of the present and to influence the future.”2 “History-making,” insists Gerda Lerner, “is not a dispensable intellectual luxury; history-making is a social necessity.”3

At National History Day competitions, students as young as sixth grade pose questions and share their findings. As they weave sources into stories, they engage in the same basic project as my colleagues in a university history department. Moreover, many of the contestants are perfectly capable of reading, understanding, and imitating some of the same works that I would assign to graduate students. Likewise, adults who do not think of themselves as historians take part in the great task. Over the years, I have worked with lawyers, architects, planners, engineers, ethicists, military officers, and other professionals, whether in the classroom, at conferences, or in oral history interviews. None has had any trouble understanding the goals of the historian or the importance of the work, and many have made significant contributions to the study of the past. Conversely, when I have worked with journalists, curators, public officials, and advocates to share some of my own findings in the form of newspaper stories, television documentaries, museum exhibits, or recommendations for public policy, I feel I have done pretty well at grasping their needs and making myself useful.

I hope, then, that this book will reach historians from middle school through doctoral study and beyond, as well as those who identify not as historians—anthropologists, economists, geographers,
political scientists, policy makers, sociologists, journalists, and non-fiction writers—but who want to answer questions about the past.

One peril of any guide to research is that it will suggest that the process is more linear than it really is. Ski jumpers must perform their tasks in a set order: in-run, take-off, flight, and landing. If they deviate from this order, they have violated not only the rules of the sport but the laws of physics as well. Figure skaters, by contrast, get to choose the order in which they will perform the various spins and jumps on which they will be judged. Writing history is more like figure skating in this regard; so long as you eventually perform all the tasks, the order is relatively unimportant. (In point of fact, figure skaters get bonuses for moves performed later in their program. Please ignore this complication for the purpose of simile.)

In this book I have tried to present the skills of the historian in what strikes me as a plausible order. In practice, you should expect to deploy these skills as needed, jumping back and forth, repeating some tasks and skipping others. As William McNeill once described his process, “I get curious about a problem and start reading up on it. What I read causes me to redefine the problem. Redefining the problem causes me to shift the direction of what I’m reading. That in turn further reshapes the problem, which further redirects the reading. I go back and forth like this until it feels right.”4

Two researchers with similar goals may differ widely in the tools and methods that produce the best result. One may work for an hour each morning, write a first draft in longhand, and never pause to outline or count words until they have a substantial bit of work on paper. Another may set aside one day per week for intensive work, starting with an outline, typing every word, and obsessively tracking progress. Some historians do not begin to write until they have gathered all the sources they think they will need for a project, transcribed key passages, and composed a complete outline.5 If that were the only way to write history, I would need to find another job.


Even the individual historian must use multiple methods at different stages in a project. Sometimes you need to read a source closely, teasing out each nuance. At other times, you need to use outside information to put the source in context, or assemble hundreds or thousands of sources in order to discern a pattern. And just because one method works for one project, it may not work for the next. A work based mostly on primary sources has a different rhythm from one based mostly on secondary sources, and perhaps it demands different tools as well. Similarly, some projects—and some researchers—can take advantage of the very latest in computer technology and digital resources, while others will do just fine using methods similar to those employed by scholars hundreds of years ago.

If a method works for you, it is not my place to challenge it. Rather, I hope in this book to document some of the methods that historians have used to pose and answer questions, to craft stories and arguments. Instead of telling you what to do, I hope to show you some options. Similarly, you should feel free to read the following chapters in whatever order makes the most sense to you. For example, reading the chapters on outlining and writing early may help you understand some of the chapters that precede them in the book. By learning the components of a finished work, you may have an easier time framing questions, identifying sources, and taking notes.

This book mixes recommendations (I hesitate to call them instructions) with model passages from historians, showing various techniques in practice. As both a learner and a teacher, I have found such combinations effective, and I hope my readers will as well. If nothing else, I hope the examples show that most of the guidance in this book is not a set of arbitrary rules that I have devised but rather a compilation of practices used by a wide range of historians across many genres and specialties. When judging the usefulness of my advice, do not take my word for it. Check the evidence I provide for its effectiveness.

In selecting examples, I have tried to suggest some of the range of topics studied by historians, but I have not done so systematically. Instead, I have started with works I know I like, most of them about the history of the United States. Of course, each field of history presents its own challenge, and a general-purpose guide like this is no substitute for mastering the existing scholarship on a
particular topic and the tools that other scholars have developed to work with specific sources. But as I read the histories of other places and eras, I find most of the historian’s tools to be familiar. I am therefore hopeful that the examples in this guide will prove useful far beyond the specific topics they address. I also hope that they will suggest some of the excitement of recent scholarship and inspire readers to track down the works from which they are drawn.

Most of the examples are drawn from single-authored books, which have not only been a standard form of historical scholarship for centuries but also give historians greater space to discuss research methods and sources than one is likely to find in articles, textbooks, museum exhibits, or other equally valuable forms of presenting historical knowledge. As argued in later chapters, the lessons of book writing apply to these other forms. A ten-page student paper or a five-hundred-page book manuscript both need questions, sources, characters, plots, and arguments, and this guide aims to help creators find them. Moreover, as discussed in greater detail below, books are composed of chapters, which themselves are often built from sections about the length of a ten- or fifteen-page research paper. Thus, if you want a sense of the scale of a topic that can be addressed in the length of a term paper, look for books with chapters explicitly divided into sections with their own headings. Then consider the questions and sources the historian used to write each section. Analyzing how successful historians built their stories will make you both a better writer and a better reader.

Researching history is like collecting stamps, sewing a quilt, solving a jigsaw puzzle, and reading a murder mystery at the same time. Like any human endeavor, it is at times difficult, boring, and frustrating. But when the research all comes together, it is deeply, deeply satisfying. Have fun.
Acharya, Anurag, 176
acknowledgments, 201, 244; to previous scholarship, 94–95, 286, 287–88, 357–58. See also historiography
Adams, Cecil, 44
Adams, Henry, 22, 41, 84
Adams, John Quincy, 41
Adas, Michael, 134
Adler, Mortimer, 276
agency, 12–13, 92, 388
Allen, William Sheridan, 128
All in the Family, 166–67
American Historical Association, 24, 26, 69, 193, 252, 379
Anbinder, Tyler, 168
Anderson, Benedict, 94
Andrews, Thomas, 69, 149
Angélique, Marie-Joseph, 1
Anishanslin, Zara, 167
archives, 22–23, 52, 88, 99, 137, 184, 186–207, 221; protocols in, 196–201, 232, 260
Aristotle, 65
audio recordings, 165–66
Austen, Jane, 147
Aviña, Alexander, 41–42, 191
Aydin, Cemil, 89
Ayers, Edward, 88, 339–60
Bachin, Robin, 89, 92
Bailey, Thomas, 34–35
Bailyn, Bernard, 49, 60–61
Baker, Ellen, 146
Baldwin, Peter, 328
Ballard, Martha, 122, 211
Balzac, Honoré de, 147
Baptist, Edward, 339–40, 347
Barnes, Julian, 331
Bass, Gary, 17
Beard, Charles, 9, 20–21, 27
Belew, Kathleen, 110, 343
Bell, Roger, 292
Benison, Saul, 107
Benton-Cohen, Katherine, 211–12, 218
Berg, Scott, 274, 337
bibliographies, 173–74; databases for, 178–79
Bird, Kai, 326
Black, Joel, 289–90
Blackhawk, Ned, 42
Blackmar, Betsy, 279
Black Panther Party, 294–98
Blassingame, John, 116
Blevins, Cameron, 382
Bloch, Marc, 9, 10, 28, 76
Block, Sharon, 152
Blount, Keith, 235
Boas, Franz, 211–12
Bonsall, Samuel, 158
book reviews, 388; sources for, 178–79
Boyle, Kevin, 336, 349
Bram, Christopher, 327
Brandt, Allan, 12
Bridenbaugh, Carl, 43–44
Brinkley, Alan, 218–19
Brooks, Lisa, 81–82, 149–50
Brown, Jacob, 219
Brown, Joshua, 163
Brown, Kate, 88–89, 291, 353
Brownell, Kathryn Cramer, 395
Browning, Christopher, 122, 299
buildings and places, research value of, 169–71
Burke, Peter, 320
Burnett, L. D., 239
Burns, Jennifer, 188
Burns, Ken, 397
Burns, William, 314
Cahill, Cathleen, 217
Campbell, Joseph, 223
Canaday, Margot, 68
Cannon, John, 208–9
Capa, Robert, 126
Capozzola, Christopher, 357
Caro, Robert, 278, 327
Carr, David, 224
Carr, E. H., 26, 250
Carter, Stephen, 41
Carton, Benedict, 92
Caswell, M. L., 200
causation fallacy, 222–23
Censer, Jack, 163
censuses, 140–41, 155, 214
Chafe, William Henry, 184
Chang, David, 71–72, 98–99
Chatelain, Marcia, 13, 130, 333–34
Chávez, Ernesto, 74
Cheyney, Edward Potts, 106
Chikowero, Moses, 139
Churchill, Winston, and family, 41, 125–26
Cioc, Mark, 320
citations (footnotes and endnotes), 27, 109, 274–75, 355–60; discursive footnotes, 358; “footnote-chaining,” 174; on Google Scholar, 176; hyperlinks, 263, 360, 392
Citizen Kane, 325
Cleburne, Patrick, 212
Cleves, Rachel Hope, 150, 368
Cline, Eric, 206–7
Cohen, Lizabeth, 43, 62–63, 355
Cohn, Bernard, 222–23
collaboration and co-authorship, 378–84
Collins, Kathleen, 166–67
Cometsevah, Laird, 158
commodity histories, 44–45, 50, 135–36
computers (personal) and software, 23, 156, 177, 198, 227, 230–37, 376; in archives, 202, 206, 230–31; for note-taking, 230, 236–37, 246, 252, 254–55, 258–59, 261–70
conferences, 378–80
confirmation bias, 25–26, 54
Connor, Roger, 322
contingency, 11–13, 20
Conway, Erik 286, 288, 299–300
Cooper, Atua, 1
Cope, Thomas, 114
copyright, 49, 133, 163, 169, 175, 179, 257–58, 350
Cotlar, Seth, 16
counterfactuals, 330–31
Cowan, Liz, 265
Cowie, Jefferson, 82, 316–17, 371
Cremin, Lawrence, 33
Crespino, Joseph, 314–15, 390
critical reading. See under sources
Croce, Benedetto, 9
Cronon, William, 19, 45, 68, 317
cultural sensitivity, 25
curiosity. See questions
Dale, Elizabeth, 290
Daly, Samuel Fury Childs, 194–95
databases, 55, 133–34, 175–82; bibliographic, 178–79, 189; full-text, 150, 179–82; genealogical, 113; relational, 266–69; software for, 264–69
Davis, Natalie Zemon, 1, 17, 53, 103, 138
D’Emilio, John, 76
Demos, John, 312, 322, 339
Derrick, Peter, 82
determinism, 12
dialectics, 57–64; in titles, 368–69
diaries and journals, 106, 110–11, 122–23
digital resources, 4, 33, 35; for big data, 151–53; for newspapers, 132–34; for source material, 174–82; for terminology, 150. See also social media
Dinius, Marcy, 167–68
Dirty Harry, 322
dissertations, 52, 66, 289, 386
Dochuk, Darren, 91
Donald, David Herbert, 275, 373
Dower, John, 61, 62, 83
Downs, Greg, 81
Dubois, Laurent, 397
DuBois, W.E.B., 34, 105
Dudziak, Mary, 77
Dunbar, Erica Armstrong, 48, 52–53
Durant, Will and Ariel, 76
Duranty, Walter, 133
DuVal, Kathleen, 48
Dye, Nancy Schrom, 282–84
eBay, 154, 168–69
Edwards, Paul, 97
Ehrick, Christine, 165
Eire, Carlos, 126
Eisenhower, Dwight D., 123–24, 356–57
Elkind, Sara, 331
Ellis, Richard, 16
Elmore, Bartow, 286–87
Emerson, Ralph Waldo, 125
Engelman, Jeffery, 15, 98–99, 328–29
Ermann, Sam, 180
Eskildsen, Kasper Risbjerg, 186
Eisenhower, Dwight D., 123–24, 356–57
Elkind, Sara, 331
Ellis, Richard, 16
Elmore, Bartow, 286–87
Emerson, Ralph Waldo, 125
Engelman, Jeffery, 15, 98–99, 328–29
Ermann, Sam, 180
Eskildsen, Kasper Risbjerg, 186
ethics. See under historical research
Ewen, Stuart, 136
fair use doctrine, 257, 350
Farge, Arlette, 187
Farmer, James, 74
Fass, Paula, 126
Feldberg, Michael, 108
Fellowes, Corabelle, 217
Fenn, Elizabeth, 51, 143, 70
Ferreiro, Larrie, 215
fiction: epistolary novels, 123; fan adaptations of, 49; historians’ indulgence in, 339–40; narrative expansion in, 46–47; as source material, 34, 145–48
film: historians’ contributions to, 397–98; as source material, 166–67; treatments of history in, 33–34. See also specific titles
Findlay, John, 75–76
first-person accounts, 120–28
first-person pronoun, 41, 366–68
Fischer, David Hackett, 47, 223
Fisher, Sidney George, 122–23
Fitzgerald, F. Scott, 146
five-paragraph essay structure, 277, 279–84, 306
Flamm, Michael, 73–74
Foner, Eric, 141–42
footnotes. See citations
foreign language proficiency, 52, 88, 108, 117–18
forged documents, 177, 186
Foucault, Michel, 94, 284
Franklin, John Hope, 28
Franz, Kathleen, 292–93
Fried, Rebecca, 181
Friedel, Robert, 135–36
Fuentes, Marisa, 15–16
Fuller, Margaret, 11
Fullilove, Courtney, 367
Gaffield, Julia, 285
Gage, Beverly, 314
Gallagher, Gary, 33
Gallman, Matthew, 114–15
Gange, David, 171
gender bias, 16, 25
Genovese, Eugene, 242
Ghosh, Durba, 190
Gibbon, Edward, 22, 79–80
Gifford, Daniel, 169
Gillon, Steven, 221
Ginzburg, Carlo, 52, 138
Goldstein, Carolyn, 73
Gone with the Wind, 33–34
Gonzaba, Eric, 188
Goodheart, Adam, 321, 339
Goodman, James, 324, 335
Google and other search engines, 174–78, 205, 233–34, 236–37
Gordon, Linda, 70, 112, 303
Gordon, Robert, 79–80
Gordon-Reed, Annette, 30–31, 48, 128–29, 279, 338
Gottlieb, Dylan, 140
Gottschalk, Louis, 14, 55, 103–4, 105, 151
government documents, 93, 106, 131, 138–43, 186, 190–91
Grafe, Regina, 129
Grafton, Anthony, 183, 239, 361
Grandin, Greg, 150, 346
Grandjean, Katherine, 268
Gregg, Sara, 144
Gregory, Brad, 262
Grossman, James, 44–45
Guccione, Bob, Jr., 342
Guerra, Lillian, 42
Guldi, Jo, 63–64, 153
Guy, Koleen, 346
Hahn, Barbara, 372
Hales, Peter Bacon, 161, 222
For general queries, contact webmaster@press.princeton.edu
Hall, Jacquelyn Dowd, 78, 283–84, 325–26
Hämäläinen, Pekka, 85, 285–86, 288
Hamburger, Aaron, 374
Hamilton (musical), 104, 398–99
Hammurabi, 138
Hanchett, Thomas, 169
Handlin, Oscar, 14, 121, 130, 354
Hannan, Leonid, 167
Harkness, Deborah, 312
Harlan, David, 397
Hartog, Hendrik, 107
Hay, John, 40–41
Hayden, Dolores, 169–70
Hecht, Gabrielle, 194
Heerman, Scott, 111
Hemmer, Nicole, 395
Henkin, David, 160
Hernandez, Kelly Lytle, 195
Herrmann, Rachel, 77
Hicks, Mar, 72, 352
Higham, John, 14
Hilt, Eric, 157, 330–31
Hirota, Hidetaka, 20
Hirsch, Arnold, 95
His Girl Friday, 256–57
historical research: autobiography in, 40–44; ethics and virtues of, 24–35; variety of approaches to, 3–4, 153.
See also organization and templates; project tools and procedures
historic sites, 52, 206, 394
historiography, 21–23, 90–99, 282, 289–90
history: applied (or public), 17, 51, 52, 54–55, 391–92; definitions and functions of, 7, 9–23, 27–28, 33–34, 60, 62, 208–9, 221, 287, 312, 323; etymology of, 19; misuses of, 34; ordinary people and, 13, 14, 48, 61, 113–16, 131, 142–43, 184; as people's choices, 9–14, 287, 315, 330, 360, 362–63, 371; scholarly vs. popular, 18–19, 21, 55, 350
History Cooperative, 393
Hobsbawm, Eric, 148
Hochschild, Adam, 170, 326, 332–33
Hodes, Martha, 49–50, 106, 109, 245, 335
Hoffer, Peter Charles, 171
Hoganson, Kristin, 86, 132
Holdren, Nate, 68
Holmes, Richard, 316
Homer, 46, 65
Hood, Adrienne, 43
Hood, Clifton, 82
Hoskins, W. G., 170
Howard, Dick, 342
Howe, Daniel Walker, 352
Hughes, Thomas, 302
Hunt, Bradford, 95
Hunt, Lynn, 163, 241
Hunter, Tera, 42
Igo, Sarah, 371
Immerwahr, Daniel, 157–58, 352–53
Ingram, Tammy, 81
interviews, 2, 29, 32, 110, 116–17, 127–28, 183, 395. See also oral history
Isenberg, Alison, 221–22
Jackson, Andrew, 211, 352
Jackson, J. B., 170
Jackson, Kenneth, 54, 88, 245
Jacobs, Meg, 93, 318–19
jargon and diction, 342–49
Jasanoff, Maya, 87
Jaws, 322
Jeffries, Hasan Kwame, 351
Jensen, Richard, 180–81, 381–82
Johnson, Lyndon B., 327, 356, 370
Johnson, Marilyn, 219
Johnson, Michael, 139–40
Jones, Martha, 113
Jones, Peter, 397
Jones-Rogers, Stephanie, 95, 117, 349
Joyce, Stephen James, 194
Judge, Ona, 48, 53
judgmentalism, 27–30
INDEX [407]

Karp, Matthew, 286, 348
Katz, Michael, 58, 80–81
Kaye, John, 29, 121
Keere, Mara, 376
Kelly, Robin, 144
Kennedy, David, 329
Kennedy, John F., 121
Kerouac, Jack, 254
Kershaw, Alex, 126
Keyserling, Mary Dublin, 129
Kieran, David, 95–96
Kierner, Cynthia, 45, 49–50, 80, 147
Kipling, Rudyard, 88, 146
Kirby, Jack Temple, 141, 330
Klemperer, Victor, 123
Klinger, Matthew, 371
Knoott, Sarah, 149
Kraditor, Aileen, 54
Kranzberg, Melvin, 35
Krusc, Kevin, 83–84, 277, 284

Laite, Julia, 28, 70–71
Lakwete, Angela, 114
Lamoreaux, Naomi, 13
Lang, Seán, 218
Larson, Erik, 55
Lassiter, Matthew, 390
Leave It to Beaver, 148
Leavitt, Judith Walzer, 46
Lebovic, Sam, 59–60
Lebsock, Suzanne, 85–86
LeCain, Timothy, 45, 247
Ledes, 281, 284
Lee, Joe, 124
Lee, Wayne, 210
legal history, 107, 329
Lemercier, Claire, 155
Leon, Sharon, 136
Lepore, Jill, 159, 193
Lerner, Gerda, 2
letters, 123–25, 187–88; email, 123, 153, 381–82; fictional, 123; personal, 119, 123–24, 131, 150; public and official, 28, 84, 109–10, 130, 131, 134, 142; as source material, 50, 106
Levin, Kevin, 212
Levine, Lawrence, 22
Lewis, Jan, 98, 245
Lew-Williams, Beth, 42
libraries, 50, 108, 179, 182–83; librarians, 137, 172, 183
Licht, Walter, 151–52
Lichtenstein, Alex, 378
Lichtenstein, Nelson, 47
Lieberman, Hallie, 354
Lincoln, Abraham, 40–41, 106, 109, 131
Lingold, Mary Caton, 397
Livy, 105
local history, 24, 86, 90, 112
Logevall, Fredrik, 13, 147, 213–14, 331
Lombardo, Timothy, 31, 42, 196
Longair, Sarah, 167
Longhurst, James, 43
Longmore, Paul, 42–43, 166
Loomis, Eric, 41
Lowey-Ball, ShawnaKim, 49
Luce, Henry, 218–19
Luthuli, Albert, 92

Macaulay, Thomas, 84
MacLean, Nancy, 327–28
macrohistory, 108
Manekin, Sarah, 244
maps, 68, 85, 132, 157–58, 272–73
Marable, Manning, 222
Maraniss, David, 239–40
Markowitz, Gerald, 286
Marshall, Paule, 146
Martucci, Jessica, 63
Marvin, Lee, 315
Marx, Karl, 13–14, 301–2
Masur, Kate, 95
Mather, Cotton, 56
Matteson, David Maydole, 23
Mazlish, Bruce, 76–77
McBride, David, 89
McCarthy, Charles, 127
McCormick, Ted, 56
McCullough, David, 323
McGirr, Lisa, 75, 81, 363
McGrew, Sarah, 177–78
McKee, Robert, 321–22
McNamara, Robert, 121, 165
McNeill, William, 3, 108
McPherson, James, 11–12
memoirs, 123, 125–26

For general queries, contact webmaster@press.princeton.edu
Merritt, Keri Leigh, 143
Metzl, Jonathan, 301
Meyerowitz, Joanne, 147–48, 376
microhistories, 52, 70–71, 138
military history, 320, 327, 328, 332–33, 339
Miller, Edward, 356
Miller, Perry, 320
Milov, Sarah, 92
Milton, John, 31
Mindell, David, 367
Minor, Thomas, 268
Mitchell, Margaret, 34, 46–47
Mitchell, Timothy, 158
Mohun, Arwen, 136
Monty Python's Flying Circus, 135
Moore, Kelly, 343
Moravcsik, Andrew, 358
Morgan, Edmund, 58–59
Morison, Samuel Eliot, 170
Morris, Edmund, 325
Mount, Ferdinand, 241
Mulholland, Catherine, 41
Mulholland, William, 41
Mullen, Lincoln, 31, 74–75, 152, 392
museums, 2, 16, 17, 21, 51, 52, 167, 193, 280;
writing for, 279, 377, 391
My Bodyguard, 249–50, 274
myths and mythmaking, 33–35
narrative expansions, 46–48
Nash, Linda, 50–51
Natcher, William H., 316
National Council on Public History, 17
Needham, Andrew, 39, 45
Neusner, Jacob, 213, 214
Nevins, Allan, 184
New-York Historical Society, 207, 398
Ngai, Mae, 75, 346
Nicolay, John, 40–41
Nieman, Donald, 290
9/11 Commission, 106–7
Nolen, John, 169
Norton, Marcy, 10–11
Norton, Mary Beth, 262
Norton, Peter, 278
note-taking, 173, 202, 205–6, 228, 237, 246–75;
keywords and tags, 254–55;
research diaries, 242–43
numbers and quantitative data, 155–57, 352–55; spreadsheets and, 270
Nye, David, 61
Obama, Barack, 95–96, 190, 394
O'Brien, Jean, 23, 112
Okrent, Daniel, 124
Oldenziel, Ruth, 146
Olloko, 164–65
Olmsted, Kathryn, 148
O'Mara, Margaret, 217
Onuf, Peter, 30–31
open web. See Google and other search engines
optical character recognition (OCR) software, 132, 179, 206, 232, 236–37
oral history, 2, 29, 107, 183–85, 195, 202, 229, 258
Oreskes, Naomi, 286, 288, 299–300
organization and templates, 276–308;
conclusions, 298–302; IMRAD, 308; introductions, 281–89; sections, 281–82, 290–93; three-part structure, 280–84
Orozco, Cynthia, 94–95
Orren, Karen, 94
Orwell, George, 346
Osman, Suleiman, 80
outlines, 303–8; model outline, 306–7;
reverse outlining, 373–74
Owens, Trevor, 181
Packer, George, 83
Padilla, Thomas, 181
Page, Larry, 175
Parey, Armelle, 47
Parks, Gordon, 163
pattern recognition, 208–12, 245; during
note-taking, 253, 262, 268
Patterson, Robert, 314–15
peer review, 20, 228, 378, 382, 384–88
Peires, Jeffrey, 30, 111, 299
periodicals as sources, 129–37
periodization, 76–79, 320
Perkins, Dexter, 312
Peterson, Dawn, 211
Peterson, Sarah Jo, 47, 98, 159–60
Petruzela, Natalia Mehlman, 244
Pfeifer, Michael, 151
Philadelphia Social History Project, 152
Piker, Joshua, 67, 70
Piketty, Thomas, 46, 147
plagiarism, 32, 252–53, 399
policy prescriptions, 301–3, 396
Pomeranz, Kenneth, 90
Post, Robert, 356
Postel, Charles, 345
Postino, Il, 399
Powell, J. H., 104
Pritchard, Sara, 53
productivity, 237–240
project tools and procedures, 225, 227–75
proposals, 97–99, 278
Proust, Marcel, 327
publication, 377–99; pre-publication activities, 377–88; print forms of, 389–91; public forms of, 391–99
Putnam, Lara, 180
Pyne, Stephen, 361
questions, 37, 39–64, 116, 214, 222, 243, 257, 283, 287–89, 302; answering questions, 299–300; online, 381–82; rhetorical quotations, 32, 237, 297–98, 349–50; block, 350; citations of, 355–56; in notes, 250–53; spurious, 177; in titles, 369–70
Ranke, Leopold von, 84, 186–87, 188
Rankin, Joy Lisi, 136–37
Ray, Arthur, 396
Read, Conyers, 9, 16
reading, role of, 3, 4, 66, 117–19, 184, 186.
See also sources: critical reading of Rees, Jonathan, 50
reference managers, 264–65, 270
research agendas, 51–53
research assistants, 242
research design, 65–99; geographic scope and, 84–90; models for, 67–69; temporal scope and, 73–84. See also project tools and procedures
Reuss, Martin, 29, 51
revision, 373–76
Riis, Jacob, 161
Ritterhouse, Jennifer, 145
Rockman, Seth, 111–12, 143
Rodgers, Daniel, 75, 87
Roosevelt, Franklin D., 13, 59, 79, 82, 162, 345
Roosevelt, Theodore, 51–52
Rose, Sarah, 111, 369
Rosen, Ruth, 41, 134
Rosengarten, Theodore, 110
Rosenthal, Caitlin, 118
Rosenwald, Brian, 395
Rosenzweig, Roy, 1–2, 151, 251
Rosner, David, 286, 288
Ross, Michael, 62
Rothman, Adam, 12
Rothstein, Richard, 367–68
Rutner, Jennifer, 201
Sachs, Aaron, 312
Sachs, Honor, 47
Salvatore, Nick, 82
Salyer, Lucy, 371
Samuel, Alexandra, 235
Sanborn Company, 157
Sandelowski, Margarete, 91
Sandoval-Strausz, Andrew, 86
Sandweiss, Martha, 323–24
Scanlon, Sandra, 173
Schama, Simon, 348, 361
scholarship: acknowledgement of previous, 94–95; as primary sources, 144–45
Schonfeld, Roger, 201
Schuyler, George, 131
Schweningen, Loren, 140
Scopes, John, 215
Scott, James C., 363–64
Scott, Joan Wallach, 94
Self, Robert, 294–98
Selznick, David O., 33, 34
Seo, Sarah, 210
Shakespeare, William, 106, 280, 314
Sharfstein, Daniel, 164–65
Shaw, Stephanie, 117
Shelden, Rachel, 111
Shenon, Philip, 107
Sheriff, Carol, 142, 369
Sherwin, Martin, 326
Shiller, Robert, 150
Shire, Laurel Clark, 211
### index

<table>
<thead>
<tr>
<th>Name</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shoemaker, Nancy</td>
<td>114</td>
</tr>
<tr>
<td>Skowronek, Stephen</td>
<td>94</td>
</tr>
<tr>
<td>Skrentny, John</td>
<td>220</td>
</tr>
<tr>
<td>Slaughter, Thomas</td>
<td>61</td>
</tr>
<tr>
<td>Silva, Noenoe</td>
<td>131</td>
</tr>
<tr>
<td>Silver, Timothy</td>
<td>68</td>
</tr>
<tr>
<td>Smith, Daniel Blake</td>
<td>282–84</td>
</tr>
<tr>
<td>Smith, Mark</td>
<td>216</td>
</tr>
<tr>
<td>Smith, Pamela</td>
<td>168</td>
</tr>
<tr>
<td>Smith, Ryan</td>
<td>366</td>
</tr>
<tr>
<td>Smith, Suzanne</td>
<td>371</td>
</tr>
<tr>
<td>Snyder, Timothy</td>
<td>87, 117, 315</td>
</tr>
</tbody>
</table>

- **social media:** for disseminating findings, 35, 203, 381–82, 392; as primary source, 187; in research process, 239, 277, 386. See also Twitter

<table>
<thead>
<tr>
<th>Name</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stoler, Ann Laura</td>
<td>195</td>
</tr>
<tr>
<td>Stolzenbach, Darwin</td>
<td>174</td>
</tr>
<tr>
<td>Storrs, Landon</td>
<td>129, 344–45</td>
</tr>
<tr>
<td>Strotz, William</td>
<td>354–45</td>
</tr>
<tr>
<td>Stroh, Ellen</td>
<td>69</td>
</tr>
<tr>
<td>Strub, Whitney</td>
<td>216–17</td>
</tr>
</tbody>
</table>
| structure. See organization and templates
| Stubb, Naomi J.    | 173  |
| style, 32–33, 311–12, 341–76; rhetorical devices and, 360–68. See also storytelling
| Sugrue, Thomas     | 15, 220 |
| Swaminathan, Srividhya | 329–30 |
| Sword, Helen       | 238, 284, 366 |
| Tacitus, Cornelius | 22, 27, 321 |
| Taney, Roger       | 113  |
| Taylor, Alan       | 53, 57–58, 219 |
| Taylor, Keeanga-Yamahtta | 212 |
| Teles, Steven      | 301  |
| Thelen, David      | 1–2  |
| theory, attitudes toward, 93–94, 343, 388 |
| thesis statements, 284–89, 395; as “controlling idea,” 321–22; template for, 285 |
| Thomas, William    | 359–60 |
| Thompson, E. P.    | 362–63 |
| Thompson, Heather Ann | 81, 192, 303 |
| Thompson, Paul     | 115  |
| Thucydides, 11, 22, 40, 121, 328 |
| Tilly, Charles     | 363  |
| timelines, 26, 130, 271, 324 |
| tips: on archival research, 187; on ethics, 25; on note-taking, 246; on organization, 277; on project management, 227; on publication, 378; on questions, 9, 40; on scope, 66; on sources, 104, 120, 154, 172, 208; on storytelling, 312; on style, 341 |
| titles (of works), 368–73 |
| Tolbert, Lisa      | 138–39 |
| topic sentences, 294–98, 304–5, 361, 374 |
| Townsend, Camilla  | 334–35, 338, 358 |

---

© Copyright, Princeton University Press. No part of this book may be distributed, posted, or reproduced in any form by digital or mechanical means without prior written permission of the publisher.
transnational (global, world) history, 86–90
Treacey, Mia, 166
*Treasure of Sierra Madre, The*, 247–48
Trevelyan, George Macaulay, 170
triumphalism, 320
Troesken, Werner, 156
Trouillot, Michel-Rolph, 323
Truman, Harry S., 60, 133, 331
Tufte, Edward, 355
Turner, Frederick Jackson, 60, 284, 346
Turner, John, 301
Twitter, 35, 239, 244, 381, 383
Uekötter, Frank, 220
Ulrich, Laurel Thatcher, 113, 122, 211, 256, 272, 363
Upton, Dell, 280
van der Linden, F. Robert, 78–79
Van Doren, Charles, 276
Van Vleck, Jenifer, 137
Vesey, Denmark, 139–40
Vickers, Daniel, 248
Vinson, Robert Trent, 92
Virgil, 46, 316
Vogel, Sarah, 380
Voth, Hans-Joachim, 139
Waites, Wilma, 141–42
Walker, Susan, 110
Walkowitz, Judith, 254, 262–63
Wang, Jessica, 191, 314
Warner, Sam Bass, 280
Warren, Earl, 357
Washington, George, 48, 53, 58–59, 177, 236
Webb, Walter Prescott, 49, 245
Weber, Eugen, 115, 122
Wells, Christopher, 304–7, 354
Wells-Barnett, Ida B., 156
Westbrooks, Richard, 289–90
White, Hayden, 319
White, Richard, 26–27, 67, 216, 330, 369, 375
White, Walter, 34
whiteness, 25, 49, 62, 116–17, 140, 174, 177, 220, 343
Wikipedia, 178
Wild, Craig Steven, 146
Wilentz, Sean, 371
Wilkerson, Isabel, 313
Williford, Daniel, 144
Willrich, Michael, 327
Wineburg, Sam, 177–78, 213, 397–98
Wolfe, Tom, 332, 334–336
Wood, Denis, 158
Woodward, C. Vann, 302
Woolf, Virginia, 77
word counts, 227, 235, 240–42, 244, 362
word length, 66–67, 68, 70–71, 374–76
Work, Monroe, 156
working drafts, 229, 239, 246, 250, 273–75, 288
worldviews, 209–10, 212
Wulf, Karin, 279
Yellin, Eric, 162, 317
Yow, Valerie, 29
Zagarri, Rosemarie, 160–61, 331
Zalc, Claire, 155
Zamoyski, Adam, 241–42
Zeligow, Philip, 106–7
Ziker, Ann, 292
Zimmer, Kenyon, 382
Zipp, Samuel, 75–76