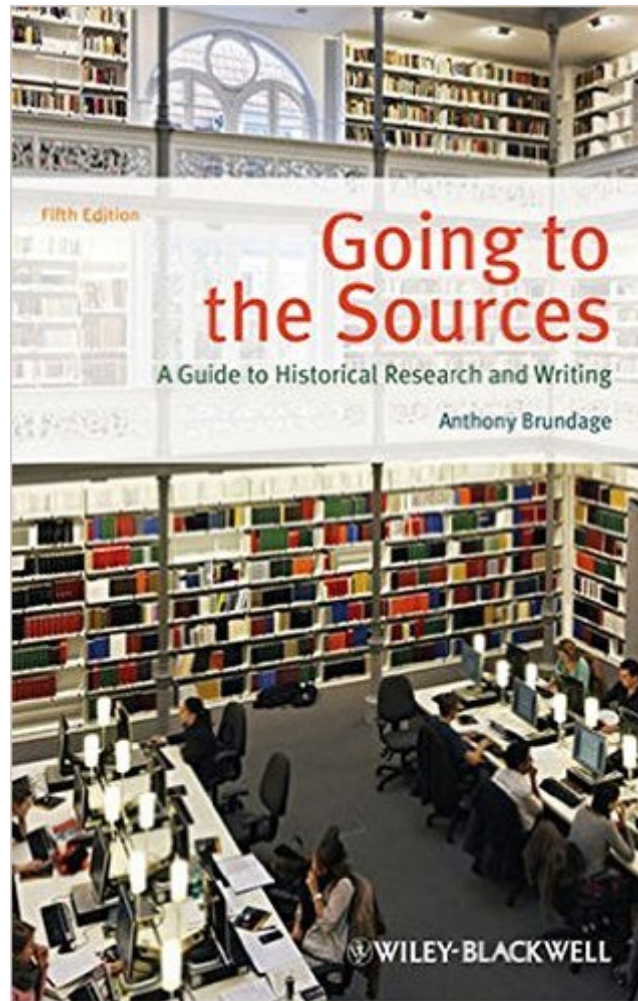


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Going To The Sources: A Guide To Historical Research And Writing



Synopsis

The updated fifth edition of *Going to the Sources* presents a practical guide to historical research and writing for all students of history. Focuses on the basics of historians' craft, introducing students to concepts including refining a topic, selecting sources, and engaging critically with their reading. Appendices illustrate style for footnotes, endnotes, and bibliographical entries, as well as a list of commonly used abbreviations. Features a new chapter on the use of non-textual sources for historians, including a case study discussion of the historical importance of D. W. Griffith's film *The Birth of a Nation*. Addresses how to bring the critical assessment skills of reading to bear on film and other non-textual sources. Includes a student-written historiographical essay, with marginal notes for instruction.

Book Information

Paperback: 176 pages

Publisher: Wiley-Blackwell; 5 edition (February 11, 2013)

Language: English

ISBN-10: 1118515315

ISBN-13: 978-1118515310

Product Dimensions: 5.5 x 0.4 x 8.5 inches

Shipping Weight: 7 ounces (View shipping rates and policies)

Average Customer Review: 4.2 out of 5 stars [See all reviews](#) (12 customer reviews)

Best Sellers Rank: #76,510 in Books (See Top 100 in Books) #46 in [Books > History > Historical Study & Educational Resources > Historiography](#) #149 in [Books > Textbooks > Humanities > History > Europe](#) #21834 in [Books > Reference](#)

Customer Reviews

One of the most confusing aspects of studying history is that for the most part, students are not taught how to write a research paper for history. They usually learn how to write one for an English class and then transport the elements of that into their historical writing, but then learn how to write good history papers through a trial and error process. It does not help that their professors are often not on the same page. In fact, there are times when professors disagree wildly on what constitutes a good historical research paper. Over the last two decades a sea change has taken place in the teaching of history in higher education. While part of this change is pressure from below as K-12 is in the process of revamping historical teaching through a common pedagogical model, higher education has begun to teach historical research and historiography. I think some of this stems from

the obvious need for it everywhere, but also part of it comes from the development of online education. In a ground classroom an instructor can toss out hints, ideas, sources, and tips on historical research and what they want to see in a paper. Online education requires this to be formatted much differently and while I cannot confirm this is the reason, the correlation between online education and the arrival of books covering this topic in print certainly exist. Brundage's *Going to the Sources* is a book dedicated to doing just that; going to the sources for information. While it is easy to read secondary sources to develop an interpretation of the past that only generates what one historian or school of historians thinks. Usually there are multiple interpretations of the past and these vary from era to era just like schools of historical thought do.

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