Valdosta State University Quality Enhancement Plan (QEP):
Undergraduate Engagement in Discipline-Based Inquiry (UEDBI)

Project Title:

“Summer Archival Field Experience in History”

Dr. John Dunn, Associate Professor
Department of History
jdunn@valdosta.edu
333-5947
Alignment with QEP Goals

This proposed project is aligned with all three of the QEP goals:

Goal 1: Students will develop knowledge of discipline-specific inquiry skills.

Students in this program will travel to a major historical archive under the guidance of a faculty member and graduate assistant and will engage in original research in archival materials. Archival research is a key inquiry skill in the discipline of History.

Goal 2: Students will apply discipline-specific inquiry skills from the classroom to resolve a specific question or problem.

Students in this program will use archival research methods to address a particular research question in history. These questions will be developed by each student in consultation with the instructor and graduate assistant.

Goal 3: Students will learn why and how to present the results of discipline-based inquiry in a professional or academic forum.

Students in this program will be required to present their research findings in two ways: as a seminar presentation and as a major research paper. Students will be encouraged to present their work at conferences and to submit their papers for publication.
This proposal is for a 6-week summer course in archival research methods during Summer Session II in June and July 2011. The budget for the program is $18,884. Two weeks in the classroom at VSU will be spent in preparing for a two-week archival field experience at the U.S. Army Heritage and Education Center (USAHEC) at the Carlisle Barracks in Carlisle, PA. Located on America’s oldest military base, the USAHEC is the Army’s main archive. The holdings reflect U.S. military action and involvement throughout the world since the 18th century and provide documentation on a wide variety of military history and other topics. During the field experience, the students will be mentored closely by a faculty member (Dr. John Dunn) and a graduate assistant as they learn how to navigate a major archive, identify and request materials, and gather information from those materials.

The two-week field experience portion of the summer course will be followed by an additional two weeks of classroom instruction at VSU, when students will write up and present the results of their research. The size of the program is planned for five undergraduates, assisted by a graduate student, and supervised by a faculty member. The expenses for the project include: summer faculty salary, a summer graduate assistantship, airfare for all 7 participants, mini-van rental for transportation needs while in the field, and room and board at a local college.
Project Narrative

I. Description of the Project:

Curricular Goals

History is not just a set of facts found in textbooks. History is really about ideas and arguments based on research findings. And in the discipline of History, research findings are generated through careful discovery and analysis of primary source documents, which are found mostly in archives. In the Department of History, we strive to expose our students to primary sources and to engage them in the process required to generate new knowledge in the discipline – to engage in “original” research. But we are hampered somewhat by the limited archival holdings available at VSU and the region. Not usually available on-line or through inter-library loan, archival materials are one-of-a-kind, unpublished sources that must be consulted in person by travelling to the site of the archives. Lacking such archival resources in the immediate area, members of the department have found it difficult to engage students in original research on topics beyond the local level.

The goal of this project is to take a group of advanced history undergraduates to a major archive and to guide them through the process of developing and applying archival research skills to a specific historical problem or question. The location selected is the United States Army Heritage and Educational Centre (USAHEC) in Carlisle, PA, which houses one of the nation’s most significant collections of archival materials relating to the United States military. The program will be held during a six week period in the summer of 2011.

During the course of the six-week summer archival field experience, students will learn to frame a significant and original research question, conduct archival research in pursuit of that question, and present their findings orally and in writing. With this experience under their belts, the students will be superbly prepared for graduate training and for professional life in general.

Archival Field Experience

The destination for the two-week field experience portion of the program is the United States Army Heritage and Educational Center, located at the Carlisle Barracks in Carlisle, PA. The town of Carlisle is located in the greater Harrisburg region, about a 45-minute drive from the Harrisburg International Airport. The Carlisle Barracks was founded in 1777 and is the oldest military base in the United States. It has a long history of its own, having served for example, as the site of an Indian School where Jim Thorpe began his athletic career. In addition, the base currently houses the U.S. Army War College, the Army’s senior service academy and policy think-tank.

The archive there is a major repository for the U.S. Army. Its vast holdings reflect U.S. military involvement in every part of the world. It is a superb location for students to find primary sources on a
huge range of military history topics worldwide. The archival holdings also facilitate research in social
and economic history, both for the United States and other parts of the world. The USAHEC also has the
advantage of being located outside of a major metropolitan area, making it a safe and manageable
destination for a program of this nature.

It should be noted that there are two other archives in Carlisle that students could utilize,
depending on their interests. The Dickinson College Archives and Special Collections has holdings that
stretch back into the 18th century, including the Isaac Norris collection of about 2,000 pre-1800 books
and most of Joseph Priestley’s scientific instruments. The archive also has papers related to prominent
alumni of the college, including President James Buchanan and Supreme Court Chief Justice Roger
Brooke Taney, among many other figures of interest. The Cumberland County Historical Society is a
nationally recognized society with substantial archival holdings about the region and beyond, including
material on the Carlisle Indian School and the Gettysburg campaign. The society publishes an excellent
peer-reviewed journal and looks favorably on articles written from their holdings.

Accommodation will be arranged at a local college (Dickinson College), and will consist of a
three-story town house (built c. 1870) with several single and double rooms and a large common area
that can be used in the evenings as a work room. Linens are included with the room charge. The house
is a very short walk to the college’s central dining hall, where members of the program will eat
breakfast, pick up their box lunches, and then return for the evening meal. The food service program at
the college is award-winning and reasonably priced. It is a short drive from the college to the USAHEC.
Dr. Dunn will drive the group to and from the archives each day.

Because of Carlisle’s proximity to Gettysburg, the program will also include a field trip to the
battlefield site on a day when the archives are closed. Touring the battlefield in the company of a
military historian will make for a full and informative day for the students.

Course Administration

Students will register for HIST 4800 (Directed Study): Archival Field Experience. Dr. Dunn will be
the instructor of record for the course, which will run during Summer Session II in 2011. The dates given
below are tentative and will depend on the final Summer 2011 academic calendar.

Students will complete several assignments as they prepare for writing up their research
findings. The first project will be an annotated bibliography of major secondary sources that are
relevant to their research topic. This will facilitate the composition of the literature review portion of
their final paper. The second assignment will be a research proposal. Based on what they learned about
the dimensions of their research question from writing the annotated bibliography, students will use the
on-line catalogue of the USAHEC to compose a research proposal. In this assignment, they will propose
their research question and identify the specific archival collections at the USAHEC that they will use in
their research. Both of these assignments will be completed in the first two weeks of the program while
the students are still here at VSU. This will also facilitate advanced ordering of materials, which will allow the archive staff to pull the materials ahead of time.

Once they have completed their research on-site at the USAHEC, students will have two more assignments to complete upon their return to VSU. First, they will give a 20-minute seminar presentation to the class about their project: the research question, the secondary literature about the topic, and the findings they derive from their archival field experience. The second assignment due upon return is the final paper that should be based substantially on the primary sources and that should constitute a piece of original scholarship. Students will be encouraged to submit their work for conference presentation and for publication.

As the Project Director, Dr. Dunn will be responsible for organizing the all aspects of the course and the field experience portion, including grading and assessment. The graduate assistant will help Dr. Dunn with some of the administrative logistics during the 6-week program. The graduate assistant’s primary role, however, will be to serve as a mentor to the students, helping them to formulate their research questions, identify archival materials at the USAHEC, organize and conduct their work at the archives, and coach them through the writing and oral presentation process.

Please note that the size of the program is limited to 7 persons (5 undergraduates, graduate assistant, and faculty member) because that is the size of a 7-person mini-van. Dr. Dunn does not feel qualified to safely drive a larger vehicle than a 7-person mini-van. Specifically, he does not feel as if he can safely operate a commercial-sized, 15-passenger van. It is also worth mentioning in this context that archives are not generally equipped for large groups. A group of seven researchers, however, would not be out of place at the USAHEC.

II. Project Director:

Dr. John Dunn is a military historian who has published widely, including most recently a book on the Egyptian military and several journal articles on the military development in the third world. He has worked in archives in Egypt and England, including the British Library and Public Record Office in London. More crucially, he has also conducted extensive research at the U.S. Army Heritage and Educational Center. He is familiar with the archival holdings of the USAHEC, its finding aids, its physical lay-out, its personnel, and its operations. He is also familiar with the lodgings at Dickinson College, having stayed there during his latest trip to the USAHEC. He is well qualified to carry out this project.

Furthermore, the project director will work closely with Budget Services in advance of purchasing travel for students to ensure items can be purchased and protocols are followed.
III. Program Schedule (pending final Summer 2011 academic calendar):

   June 6-17: Initial two weeks of classroom instruction at VSU
   June 19: Travel from Valdosta to Carlisle via Harrisburg International Airport
   June 20-24: Archival research in the U.S. Army Heritage and Educational Center
   June 25-26: Free time to explore Carlisle, PA and trip to Gettysburg National Military Park
   June 27-July 1: Archival research in the U.S. Army Heritage and Educational Center
   July 2: Return travel to Valdosta
   July 5-15: Final two weeks of classroom instruction at VSU, including seminar presentations.

IV. Advertising and Recruitment:

   The program will be advertised to History majors through e-mail, printed flyers, and during advising. Dr. Dunn will also recruit students from his sections of the gateway seminar (HIST 3000: Introduction to History) who demonstrate a readiness for intensive research. Other instructors of HIST 3000 will be asked to promote the program and to identify potential recruits. We have no doubt that we can recruit five talented and motivated undergraduates for the program.

V. Long-Term Impact:

   The program will have a long-term impact on the students who participate by preparing them more thoroughly for graduate study in the discipline and for graduate study and professional life more generally. It is an experience that can be highlighted on their applications to graduate school and on their resumés. If the students are successful in being selected for a conference presentation or for publication, these achievements will further enhance their professional profile. For the graduate assistant who is assigned to the program, the program will provide valuable mentoring and teaching experience in an applied educational setting. The graduate student will also have the opportunity to conduct scholarly research, possibly leading to the completion of the M.A. thesis, conference presentations, or publications.

   For the History program as a whole, it would clearly benefit by increased success in undergraduate research and publication and by showcasing our most talented students. It would create more interest among the students for archival research projects. The department might also benefit by
interesting these students in the M.A. program. If the students went elsewhere for graduate study, they would reflect well on the department and the university, paving the way for more students from VSU to be admitted. Of course, to sustain the benefits of this sort of program over the long-term, it would need to be repeated every few years so that each generation of students moving through the program would have the opportunity. In this respect, we see this project as a pilot for the future as we try to engage our students in meaningful undergraduate research.
Title of Proposal: Summer Archival Field Experience in History  
Submitted by: Dr. John Dunn, Associate Professor of History  

<table>
<thead>
<tr>
<th>Personnel:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Summer Salary</td>
<td>$6,000.00</td>
<td></td>
</tr>
<tr>
<td>Graduate Assistant</td>
<td>$2,000.00</td>
<td></td>
</tr>
<tr>
<td><strong>Subtotal:</strong></td>
<td><strong>$8,000.00</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fringe Benefits:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Summer (17.4%)</td>
<td>$1,044.00</td>
<td></td>
</tr>
<tr>
<td><strong>Subtotal:</strong></td>
<td><strong>$1,044.00</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Travel:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty airfare</td>
<td>$330.00</td>
<td></td>
</tr>
<tr>
<td>Graduate Assistant airfare</td>
<td>$330.00</td>
<td></td>
</tr>
<tr>
<td>Undergraduate airfare (5 @ $330)</td>
<td>$1,650.00</td>
<td></td>
</tr>
<tr>
<td>Mini-van rental (14 days @ $75/day)</td>
<td>$1,050.00</td>
<td></td>
</tr>
<tr>
<td>Fuel</td>
<td>$100.00</td>
<td></td>
</tr>
<tr>
<td><strong>Subtotal:</strong></td>
<td><strong>$3,460.00</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Equipment:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$</td>
<td></td>
</tr>
<tr>
<td><strong>Subtotal:</strong></td>
<td><strong>$</strong></td>
<td><strong>-</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supplies &amp; Materials:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Copying allowance at site ($100 each)</td>
<td>$500.00</td>
<td></td>
</tr>
<tr>
<td><strong>Subtotal:</strong></td>
<td><strong>$500.00</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Operating Expenses:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Room &amp; board (14 days @ $350/day)</td>
<td>$7,344.12</td>
<td></td>
</tr>
<tr>
<td><strong>Subtotal:</strong></td>
<td><strong>$7,344.12</strong></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL PROJECT COST:** $20,348.12

Note: Projects are not required to include all of the categories above, alter as needed.
Budget Narrative:

Personnel:
1. Faculty Summer Salary: This figure is based on an estimate of Dr. Dunn’s 2011 salary.

2. Graduate Assistant: Based on the budgetary guidelines in the call for proposals. One graduate assistant is needed to help with logistics and to serve as a mentor for the students.

Fringe Benefits:
1. Faculty Summer Fringes: Calculated as 17.4% of $6,000.

Travel:
1. Faculty airfare: Airfare from Valdosta to Harrisburg, PA is estimated at $300 per person, plus a 10% contingency for 2011 fares.

2. Graduate Assistant airfare: Airfare from Valdosta to Harrisburg, PA is estimated at $300 per person, plus a 10% contingency for 2011 fares.

3. Undergraduate airfare: Airfare from Valdosta to Harrisburg, PA is estimated at $300 per person, plus a 10% contingency for 2011 fares.

4. Mini-van rental: Mini-van rental is required to transport the group to and from the Harrisburg International airport, for daily travel between the lodgings and the archives, and for the weekend field trip to Gettysburg. The budget estimate uses a figure of $75 per day, which is an average rate for a 7-passenger mini-van booked in advance for at least a week.

5. Fuel: This figure is a rough estimate of fuel costs for the two weeks in Carlisle.

Supplies and Materials
1. Copying allowance: A modest copying allowance will ensure that students will be able to afford to make copies of key archival materials for their projects.

Other Operating Expenses:
1. Room and Board: Although 2011 rates have not yet been established, the college has agreed to charge us 2010 rates, which amount to $74.94 per person per day for room and board. This compares very favorably to other options, including local hotels and restaurants. The room charge includes linens. The board charge includes breakfast, a box lunch, and dinner. (7 participants for 14 days @ $74.94 per day per person = $7,344.12)

Note: The Project Director will work closely with Budget Services in advance of purchasing travel for students to ensure items can be purchased and protocols are followed.
<table>
<thead>
<tr>
<th>Goals</th>
<th>Activity</th>
<th>Timeline</th>
<th>Person Responsible</th>
<th>Performance Indicator</th>
<th>Contingency Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruit 5 advanced majors for the project.</td>
<td>Recruit during Spring 2010 advising. Focus on HIST 3000 as source of recruits.</td>
<td>Jan 2010-May 2010</td>
<td>Dunn and Riggs</td>
<td>Register 5 students to participate.</td>
<td>If low then expand recruiting efforts. If high then celebrate and work to prevent &quot;melt.&quot;</td>
</tr>
<tr>
<td>Publication of student work in a peer-reviewed journal.</td>
<td>Students will be encouraged to submit their results for publication as an article or research note. Faculty member will actively mentor students through process.</td>
<td>2010-11 academic year</td>
<td>Dunn</td>
<td>One (1) publication in a peer-reviewed journal.</td>
<td>If student work is not accepted for publication, guide students through revision process. If accepted, celebrate.</td>
</tr>
<tr>
<td>Presentation of student work at an academic conference.</td>
<td>Students will be encouraged to present their results at an academic conference. Faculty member will actively mentor students through process.</td>
<td>2010-11 academic year</td>
<td>Dunn</td>
<td>Two (2) conference presentations.</td>
<td>If student work is accepted, celebrate. If not, help students find more conferences.</td>
</tr>
<tr>
<td>Student Learning Outcomes</td>
<td>Assessment Method(s)</td>
<td>Timeline</td>
<td>Person Responsible</td>
<td>Performance Criteria</td>
<td>Contingency Plan</td>
</tr>
<tr>
<td>---------------------------</td>
<td>----------------------</td>
<td>----------</td>
<td>--------------------</td>
<td>----------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Students will demonstrate the ability to gather and analyze relevant secondary materials.</td>
<td>Students will complete an annotated bibliography of relevant secondary sources for their topic.</td>
<td>Due in week 1 of the summer course.</td>
<td>Dunn</td>
<td>Students will: 1. Identify relevant secondary sources. 2. Familiarize themselves with the content of those sources. 3. Create a properly formatted annotated bibliography.</td>
<td>If the bibliographies are weak, instructor will make suggestions and return for rewriting.</td>
</tr>
<tr>
<td>Students will demonstrate understanding of how to frame a scholarly research project.</td>
<td>Students will complete a detailed research proposal that reviews the relevant literature and links a research question with the holdings of an archive.</td>
<td>Due in week 2 of the summer course.</td>
<td>Dunn</td>
<td>Students will: 1. Write a literature review about a particular historical question. 2. Pose a relevant research question. 3. Using on-line finding aids, describe how they expect the archival materials available will help them to address their question.</td>
<td>If students cannot frame a good question, instructor will work with them to make a feasible plan before departure.</td>
</tr>
<tr>
<td>Students will demonstrate the ability to complete a research project based on archival resources.</td>
<td>Students will write a research paper based on archival materials.</td>
<td>Due in week 6 of the summer course.</td>
<td>Dunn</td>
<td>Students will write a research paper that: 1. addresses a specific research question 2. is organized and well-written 3. significantly incorporates archival materials.</td>
<td>If the final projects are not up to standard, the department will review the appropriateness of the goals of the program.</td>
</tr>
<tr>
<td>Students will gain experience with oral presentation.</td>
<td>Students will give a 20-minute presentation on their research project to the class.</td>
<td>Due in week 6 of the summer course.</td>
<td>Dunn</td>
<td>Students will make a seminar presentation of their project that: 1. explains the research question; 2. describes the archival materials used to address the question; 3. describes their findings.</td>
<td>If the final projects are not up to standard, the department will review the appropriateness of the goals of the program.</td>
</tr>
<tr>
<td>Students will demonstrate mastery of discipline-specific documentation conventions.</td>
<td>Students will properly document (footnote) their research papers.</td>
<td>Due in week 6 of the summer course.</td>
<td>Dunn</td>
<td>Students will properly document their research papers using footnotes and a bibliography. Special emphasis will be placed on the accurate citation of archival materials.</td>
<td>If the citations are faulty, the instructor will work with the students to correct.</td>
</tr>
</tbody>
</table>