This tutorial covers the following:

- Who writes about US History
- The peer review process
- Structure of a research article
- Primary/Secondary Sources

information...
Introduction and context

This tutorial will introduce you to the peer review process and how it contributes to the reliability of knowledge. You will also learn to recognize the structure of typical scholarly journal articles and learn to distinguish between primary historical evidence and secondary historical sources.

This tutorial focuses on Information Literacy for General Education Area D2: U.S. Histories & Democratic Participation.
Who creates content?

There are many different kinds of creators, or authors, of information.

**Individual authors/creators include:**

- Scholars
- Novelists
- Journalists
- Bloggers
- Researchers

Journalists, bloggers, and amateur historians write about history to inform the general public, but it’s the historians who write serious historical research that is peer-reviewed by other historians before it is published.
Who creates information?
Okay, now it’s your turn!

Click on the correct answer to the following:

1. Wikipedia articles are written by...
   - Researchers and academics
   - Amateur historians
   - Political/social/religious activists
   - All of the above

2. Wikipedia articles are written for...
   - The general public
   - School children
   - An educated layperson
   - All of the above

Submit responses
Who creates information?
Okay, now it’s your turn!

Below are the correct answers:

1. Wikipedia articles are written by...
   - Researchers and academics [Sure, lots of Wikipedia articles are written by experts in their discipline]
   - Amateur historians [Many Wikipedia articles come from individuals who have a personal interest in the topic they’re writing about]
   - Political/social/religious activists [Beware! Some articles on controversial topics may be written with a specific bias or may have been edited repeatedly by those on opposite sides of the issue]
   - All of the above [That’s right, anyone can sign up and author a Wikipedia article]

2. Wikipedia articles are written for...
   - The general public
   - School children
   - An educated layperson
   - All of the above [Correct, articles in Wikipedia cover the whole spectrum from extremely technical to very general and are intended to be read by anyone who’s interested in the topic]
What is a scholar?

According to the Merriam-Webster Dictionary, a scholar is “a person who has done advanced study in a special field; a learned person.”

Source: http://www.merriam-webster.com/dictionary

Formal communication among scholars varies by discipline, but in history, scholarly books and peer-reviewed articles in scholarly journals are the primary ways that historians share their research.
What is a scholar?
OK, now it’s your turn!

Click on the correct answer to the following:

1. Scholarly publications are written by...
   - Researchers and academics
   - Professional journalists
   - Freelance bloggers

2. Scholarly publications are written primarily for...
   - The general public
   - School children
   - An educated lay person
   - Other scholars

Submit responses
What is a scholar?
OK, now it’s your turn!

Below are the correct answers:

1. Scholarly publications are written by...
   - Researchers and academics [Correct, those doing the research or formally studying the topic are the authors of articles that report the results of that research]
   - Professional journalists
   - Freelance bloggers

2. Scholarly publications are written primarily for...
   - The general public
   - School children
   - An educated lay person [Certainly, some scholarly publications are of interest to a generally educated person, but they are not the primary audience]
   - Other scholars [Correct, most scholarly publications are written to communicate research findings to other scholars and practitioners. They often use specialized jargon of the discipline that’s difficult to comprehend for those who are not scholars in the same field.]
Definition of peer review

Each scholarly journal’s editorial board reviews articles to decide whether they should be accepted. Most scholarly journals accept 30% or less of the articles that are submitted. In addition, this peer-review process can be lengthy as nearly every article undergoes revision prior to publication. Because of the credentials of the authors and this revision process, peer-reviewed articles are regarded as containing highly credible information on a topic.
The peer review process

Journal articles are written by scholars and experts in an academic or professional field.

Each journal’s editorial board reviews articles to decide whether or not they should be published or revised prior to publication. This is called the “peer-review” or “refereeing” process, which can take from several months to two years before publication. Journal articles often cover very specific topics or fields of research. They are viewed as containing the most credible information on a topic.

**Use a Journal:**
- when doing scholarly, university-level research to find out what has already been studied and published on your topic
- to find bibliographies that point to other relevant research on a topic

**Examples of Journals:**
- American Historical Review
- American Quarterly
- Journal of American History
- William and Mary Quarterly

**Your turn:**
Take a few minutes to review this video.

**The Peer Review Process** (5 minutes)
The peer review process:
Let’s review!

Click on the correct answer to the following:

1. Who is selected to serve as peer reviewers on the editorial board of a scholarly journal?
   - Journalists and bloggers
   - Scholars who hold the PhD degree
   - Scholars in the discipline or specialized field of the journal
   - Graduate students willing to work for the experience

2. What key elements do reviewers look for and provide feedback on?
   - Potential significance as a new contribution to the discipline
   - Thorough analysis of the topic in the context of previous scholarship
   - Appropriate methods and valid results
   - All of the above

3. Which are the possible recommendations from reviewers to the editor?
   - Letter grades: A, B, C or fail
   - Adequate, commendable, outstanding
   - Reject, accept pending revision, accept as is
The peer review process:
Let’s review!

Below are the correct answers:

1. Who is selected to serve as peer reviewers on the editorial board of a scholarly journal?
   - Scholars who hold the PhD degree [Most scholars have a doctoral degree, but unless they’re working in the same discipline or specialized field as the author, they wouldn’t be in a position to assess the quality of the article]
   - Scholars in the discipline or specialized field of the journal [Correct, the peer reviewers are selected because they have expertise in the same discipline or specialized field as the author]
   - Graduate students willing to work for the experience [Scholars are not paid by the journal publisher for their peer-review work]

2. What key elements do reviewers look for and provide feedback on?
   - Potential significance as a new contribution to the discipline
   - Thorough analysis of the topic in the context of previous scholarship
   - Appropriate methods and valid results
   - All of the above [Correct, all of these elements and more are assessed by the peer reviewers]

3. Which are the possible recommendations from reviewers to the editor?
   - Reject, accept pending revision, accept as is [Correct, some journals reject a large percentage of submitted articles even before sending them out for peer review, but after review most are returned to the author for revision before final acceptance for publication.]
The peer review process: The structure of historical research varies…

- From a focus on an entire historical period to a focus on a single historical event, person, place, or variable
- From book-length (200+ pages) to article length (10-20 pages)
- From a focus on the personal, anecdotal, and qualitative to a focus on the collective, representative, and quantitative
- From a chronological approach to a thematic approach
- From primarily narrative to narrative with integrated statistical data
Structure of a scholarly journal article in history (primarily narrative)

Many scholarly, peer-reviewed articles in history have an organization that is primarily narrative:

- Title
- Author(s) and affiliation
- Abstract (not always present)
- Narrative (sometimes with section titles)
- Footnotes (sometimes used instead of references at the end)
- Primary Source(s) (not always present)

The next few pages show an example of each component...

**Free State Slavery:
Bound Indian Labor and Slave Trafficking in California’s Sacramento Valley, 1850–1864**

**MICHAEL F. MAGLIARI**

The author is a member of the history department at California State University, Chico.

Although it outlawed chattel slavery, antebellum California permitted the virtual enslavement of Native Americans under the 1850 Act for the Government and Protection of Indians. Drawing data from a rare and valuable cache of Indian indenture records at the Colusa County courthouse and interpreting them through the lens of Henry Bailey’s scandalous memoir, this article offers a detailed case study of bound Native American labor and Indian slave trafficking in Northern California’s Sacramento Valley. While never comprising a majority of the state’s rural workforce, bound Indian laborers proved essential to California’s rise as a major agricultural producer. Compensating for the dearth of white women and children in male-dominated Gold Rush society and providing a vital alternative source of labor in an expensive free wage market, captive Indian farm hands and domestic servants enabled pioneer farm operations and communities to flourish throughout the formative 1850s and 1860s.

Key words: California Indians, California farm labor, indentured servitude, Indian slavery, Indian slave trade, unfree labor

Opening a dark and unexpected chapter of his memoirs, published in 1897, Colusa County pioneer Henry Clay Bailey casually observed that “Not many of the present generation of Californians know that in the early ’50’s a regular slave trade was carried...
Many scholarly, peer-reviewed articles in history have an organization that is primarily narrative:

- Title
- Author(s) and affiliation
- Abstract (not always present)
- Narrative (sometimes with section titles)
- **Footnotes (sometimes used instead of references at the end)**
- Primary Source(s) (not always present)
Structure of a scholarly journal article in history (primarily narrative)

Many scholarly, peer-reviewed articles in history have an organization that is primarily narrative:

- Title
- Author(s) and affiliation
- Abstract (not always present)
- Narrative (sometimes with section titles)
- Footnotes (sometimes used instead of references at the end)
- **Primary Source(s) (not always present)**

*Figure 2.* Taken captive in 1862 by Harmon Good, young Nellie Weston labored as a domestic servant in the household of Colusa County pioneers Jubal and Sarah Weston until her death in 1875. Photograph courtesy of Cheryl (Weston) Sanderson, Redding, California, 2011; used with permission.
Structure of a scholarly journal article in history (narrative with integrated statistical data)

Some scholarly, peer-reviewed articles in history have an organization that is narrative with integrated statistical data:

- Title
- Author(s) and affiliation
- Abstract
- Introduction
- Methodology
- Results
- Discussion / Conclusion
- References

The next few pages show an example of each component...

Racial Differences in Multigenerational Living Arrangements in 1910

Cheryl Elman and Andrew S. London

We explore racial differences in multigenerational living arrangements in 1910, focusing on trigenational kin structures. Coreidence across generations represents a public function of the family, and we observe this across different ages or life-course stages through which adults came to be at risk for providing simultaneous household support for multiple generations of kin dependents. Using data from the 1.4 percent 1910 Integrated Public Use Microdata Sample, our comparisons adjust for marital turnover, including widow(er)hood/divorce and remarriage, as rates are known to be historically higher among African Americans in this period. Across subgroups defined by age and sex, we find that African Americans are virtually always as likely as or more likely than European Americans (of both native and foreign parentage) to live as grandparents in trigenational households. Widow(er)hood/divorce generally increased the likelihood of trigeneralional coreidence, while remarriage sometimes increased, sometimes decreased, and sometimes had no association with this living arrangement. Also, we find that the life course staging of household kin support in 1910 differed across race/generation partly due to different economic and demographic circumstances, suggesting more complexity in kin support than previously considered. We discuss these findings in relation to the histories of African American and European American families as well as their implications for future research.

The turn of the twentieth century marked a moment when the prevalence of intergenerational living arrangements—households with two or more adult generations—was high among European Americans (Ruggles 1987, 2003, 2007). Unfortunately, we know less than we should about intergenerational
Some scholarly, peer-reviewed articles in history have an organization that is narrative with integrated statistical data:

- Title
- Author(s) and affiliation
- Abstract
- Introduction
- Methodology
- Results
- Discussion / Conclusion
- References

Methodology

Data and Methods

Data

The turn-of-the-twentieth-century United States provides an important backdrop for a study of racial differences in multigenerational family structure. Many African Americans in the 1910 IPUMS sample had been directly impacted by slavery (e.g., self, parents, grandparents) and by Jim Crow segregation practices. Also, the reshaping of African American family structure by the early twentieth-century diaspora had only just begun (Trotter 1991; Tolnay 1997, 1999; Tolnay and Crowder 1999). We use a new version of the 1910 IPUMS, the 1.4 percent sample (Ruggles et al. 2008), which provides, among other data, unique weights, accurate national statistics. Further methodological details for this study: it is the only historical analysis to use the IPUMS, which is a critical component of marital

Results

Descriptive Results

Table 1 presents weighted means for all of the variables included in the analyses, calculated separately by race in each male and female subsample, where the significance tests indicate significant mean racial differences. Overall, approximately 12 percent of women and 7 percent of men lived in some form of multigenerational household. We caution that the cross-sectional data structure hides the lifetime risk of being in this type of living arrangement. Multigenerational coresidence rates were relatively high in this era but also short-lived (Ruggles 1987). Longitudinal data would show a higher lifetime likelihood of adopting either or both living arrangements over the life course.

African American women were about as likely as European American women to live in multigenerational arrangements (about 13 versus 12 percent). However, this differs by arrangement: 9.6 percent of African American women were grandmothers in multigenerational households compared to 6.9 percent of European American women ($p < .001$), while European American women were significantly more likely to live as middle-generation parents (4.7 versus 3.2 percent; $p < .001$). The former pattern (grandparenthood) supports the findings of Ruggles (1994a) and others (Morgan et al.
Structure of a scholarly journal article in history (narrative with integrated statistical data)

Some scholarly, peer-reviewed articles in history have an organization that is narrative with integrated statistical data:

- Title
- Author(s) and affiliation
- Abstract
- Introduction
- Methodology
- Results
- Discussion / Conclusion
- References

References


Discussion and Conclusion

This study examines race and generation differences in two configurations of multigenerational concordence: living as a grandparent or as a middle-generation parent in a trgenerational family household. Our approach includes all ever-married, native-born adults aged 30+ years, which is a wide age range but one that also highlights midlife (aged 45–64 years). This approach is warranted because, for most individuals, the most productive and rewarding phase of midlife (Hill 1970), although roles vary for women we examine the middle age range of the population’s reasonable expectation of inclusions.

Family, marriage, and “welfare function” of the family in 1910. But these differences partly in turn reflected their different geographic circumstances. Family, marital, and life course among African Americans, causative agricultural occupations (harnesses) this appears to have facilitated grandparenthood, especially for women, but...
Popular magazine articles are written by journalists and are for the general public. Magazines, like journals and newspapers, are published at regular intervals throughout the year. You can find print magazines at newsstands and in libraries. Some are published only on the web as electronic magazines.

**Use a Magazine:**
- to find information or opinions on a topic
- to find general articles written for people who are not necessarily specialists in the topic area

Take a look at the beginning of the article to the right, which is about how veterans are treated after returning home from war. Note the prominent illustration. Also note the tone of at the beginning of the article as quoted to the lower right. This is a common example of a popular magazine article written for a general audience interested in history.

“Soldiers returning from America’s wars don’t always get what they deserve.”
A peer-reviewed journal article is written by researchers who are experts in the field. By comparison, you can readily see that this article on veterans is from a research journal and has the classic structure of a peer-reviewed research article (as noted beginning on slide 17):

- Author names and affiliations
- An abstract summarizing the key points of the article
- An Introduction reviewing earlier literature on the topic

You should now have a good sense of what a scholarly, peer-reviewed research article looks like and how to tell it apart from a popular article from a magazine.
Primary / Secondary Sources
What’s the difference?

Primary Sources
- A first-hand account of an event, created by someone who experienced or witnessed the event.
- In science and the social sciences, an original report of research that has not been interpreted.

Secondary Sources
- A second-hand account of an event, created by someone not present when the event took place.
- Interpretations, analyses or summaries of an event or topic based on primary sources (or other secondary sources).
Examples of primary sources

- Autobiographies, memoirs, diaries
- Interviews, speeches, letters, manuscripts, emails
- First-hand newspaper and magazine accounts of an event
- Original works of literature, art or music
- Records of organizations and government agencies
- Laws, treaties, maps
- Statistics, surveys, opinion polls, scientific data
- Research reports in the sciences or the social sciences
- Photographs, video recordings, audio recordings
- Objects and artifacts reflecting the time period in which they were created
Examples of secondary sources

- Some types of books, such as biographies, textbooks, history books
- Some types of articles, such as literature reviews, commentaries
- Encyclopedias, dictionaries, handbooks
- Criticism of works of literature, art and music

Note: Some secondary sources may include or reproduce primary source material.
How to find primary sources
via the CSUMB Library Website

• Make sure that you understand the difference between primary sources and secondary sources. Consult the library’s webpage about Primary Sources.

• Determine what type(s) of primary source(s) you need. Consult the library’s webpage, If You Need This Type of Primary Source ... Then Do This.

• If you can’t find what you need, Ask a Librarian.
Primary and Secondary Sources

OK, now it’s your turn!

Click on the correct answer to the following:

1. Materials written or produced by participants in an event
   - are biased and therefore not good sources
   - are secondary sources
   - are primary sources

2. Which of the following is a primary source?
   - a scholarly book about the history of Civil War prison camps
   - official records from the 1940 Census
   - a peer-reviewed article about the history of California missions

3. Which of the following is a secondary source?
   - *The Autobiography of Malcolm X*
   - an encyclopedia article about Malcolm X
   - an interview with Malcolm X

Submit responses
Primary and Secondary Sources

OK, now it’s your turn!

Below are the correct answers:

1. Materials written or produced by participants in an event
   - are biased and therefore not good sources [No, not necessarily]
   - are secondary sources [Incorrect, participants are primary sources of information about events]
   - are primary sources [Correct, this is a good working definition for primary sources]

2. Which of the following is a primary source?
   - a scholarly book about the history of Civil War prison camps [Not correct - a scholarly book about a history topic, even if it is based on primary sources, is a secondary source]
   - official records from the 1940 Census [Correct, statistical data and records are primary sources]
   - a peer-reviewed article about the history of California missions [Not correct - a peer-reviewed article about a history topic, even if it is based on primary sources, is a secondary source]

3. Which of the following is a secondary source?
   - *The Autobiography of Malcolm X* [Nope, autobiographies are primary sources, biographies are secondary sources]
   - an encyclopedia article about Malcolm X [Correct, encyclopedia articles provide general summaries and are considered secondary sources]
   - an interview with Malcolm X [Not correct, verbatim interviews are primary sources]
That’s it.
You’ve finished the third information literacy tutorial!

Links to suggested additional viewing and reading:

CSUMB Library: Primary Sources
CSUMB Library: Distinguishing Scholarly Journals
CLIP Primary and Secondary Sources
JSTOR Primary and Secondary Sources (video)