



Palmer School of Library & Information Science

METHODS AND APPROACHES TO GENEALOGICAL RESEARCH

Special Topic: Genealogical Research LIS-901

Semester: Fall 2017

Instructor: J.D. Arden

Time and Place: Classes will meet at the Center for Jewish History, 15 West 16th Street (between 5th and 6th Avenues), New York, N.Y. 10011, in the Scholars Lounge on the 3rd floor, on Thursday from 6:30 p.m. until 8:20 p.m.

Contact Information: Center for Jewish History, 15 West 16th Street, New York, N.Y. 10011; tel. 212-294-8301 x 5101, email jdarden@cjh.org ; Email communication is always preferable to telephone.

Office Hours: Monday, Tuesday 5:30-6:30 p.m. and Wednesday, Thursday 6-6:30 p.m. (by appointment), at the Center for Jewish History (3rd floor). Appointments are also possible at any other time during the week, at CJH or elsewhere, depending on my availability. Please contact me by email with your preferences, and I will confirm.

Please do not hesitate to contact the instructor via email or in person early in the semester to discuss any modifications that may be necessary to accommodate special needs.

Purpose, Scope and Method: The purpose of this course is to introduce students to the tools and techniques of genealogy research. Whether to be applied to work in library reference services, archives, non-fiction writing or other literature - students will be exposed to the most current methods of establishing a family history. Students will learn to identify and compare resources used in genealogy research. Students will learn to problem-solve a genealogical inquiry with search techniques and research tools. Part of this course will also focus on approaches to interpreting data, and how to organize and present material. Students will gain confidence in proposing logical, well-researched reasoning and interpretation of data. Students will be encouraged to explore how genealogical research can relate to and intersect with other areas of reference librarianship.

Upon completion of this course, students will be familiar with:

- The major resources in genealogy research, both locally and abroad, using NYC as a starting point.

- The methods in tailoring a reference interview for genealogy and in framing or adapting the research path with the goal of the research in mind.
- The technical aspect of genealogy research, including how to use library and archival resources such as online databases, microfilm readers, and archival source material.
- The application of principles of critical analysis, skepticism, and awareness of context to genealogical research.

Evaluation: Students will be responsible for readings provided, completing written assignments, actively participating in class discussions, and presenting a final project.

LIU Post grade policy allows for incomplete grades “when, due to extenuating circumstances, a student needs additional time to complete a course.” To request an incomplete, students are required to submit a written form and include a description of the extenuating circumstances along with appropriate documentation (e.g., a doctor’s note). Requests must be approved both by their professor and by the dean of the College of Education, Information & Technology (CEIT) before the incomplete grade is assigned according to LIU Post policies.

Palmer School Learning Objectives: Focusing on aspects of reference librarianship used in genealogy research, this course meets several of the Palmer School learning goals and subsidiary learning objectives (SLOs):

- Learning Goal 2: “Utilize a broad range of approaches, systems, and technologies to manage and deliver information,” and all of its student learning objectives:
 - SLO 2a: “Students will use professional standards to manage and deliver information resources in a variety of formats” [assignment on database search techniques / maps]
 - SLO 2b: “Students will use systems for organizing and structuring information and knowledge” [assignment on options for a family tree]
 - SLO 2c: “Students will search, retrieve and synthesize information from a variety of systems and services” [assignments on databases / and presentation]
 - SLO 2d: “Students will evaluate information systems and technologies” [assignment reaction paper to DNA readings]
 - SLO 1b: “Students will be able to analyze policies and trends affecting libraries and information organizations and the profession” [assignment to investigate FOIL / Release the Records & policies of privacy of records]
 - SLO 3a: “Students will be able to evaluate and use information sources and services to meet the needs of diverse user populations” [assignment to respond to sample questions]

Required Textbook and Readings: There is no single academic broad-ranging textbook for the field of genealogy, as there is no comprehensive guide beyond country-specific aspects of research. However students should make themselves aware of genealogical research terms through the following required online readings:

Genealogy Glossary by Genealogy.com

<http://www.genealogy.com/articles/research/glossary.html>

Genealogy Glossary by Family Tree Magazine

<http://www.familytreemagazine.com/glossary>

Four optional genealogy reference books, available at NYPL Main Branch, Milstein Division are:

Genealogy standards / Board for Certification of Genealogists, 2014

Available at SASB - Milstein Division Reference Rm 121 (*R-USLHG CS8.5 .B38 2014)

Providing reference services for archives and manuscripts / Mary Jo Pugh, 1992

Available at SASB M1 - General Research - Room 315 (JFF 02-3375 ---)

The researcher's guide to American genealogy / Val D. Greenwood, 2000

Available at SASB - Milstein Division Reference Rm 121 (*R-USLHG CS47 .G79 2000)

Who do you think you are? : the essential guide to tracing your family history / Smolenyak, Megan, 2009 ; Available at SASB - Milstein Division Reference Rm 121(929.1072 S) and 2 more locations.

All class readings are available online or through JSTOR, available through the LSIS databases accessible to Palmer School students through the LIU library web page and on site on homepage of the Center for Jewish History. PDF versions of readings will be supplied via email and Google Drive. All optional readings that do not have a digital form have been chosen for being easily available through a local public library.

Assignments and Grading: Students will be assigned weekly readings and/or video viewings as well as several short writing assignments. Students will be assigned class discussion introductions to 2 class readings. Students will also be required to present a final assignment basing their work on the research and presentation methods learned in this course.

Descriptions of assignments:

Assignment - 9/14 Class 2: Write several points or summaries: What types of reactions, questions, or potential uses for DNA testing technology came to mind when watching the FtDNA webinar? - especially around whether restrictions or privacy concerns should be formulated in the near future?

Assignment - 9/21 Class 3: review different layouts for making a pedigree chart or family tree. Choose one layout (born-digital format or photo/scan of handwritten format), fill it in as completely as possible and explain why, how and what you strove to represent or show - explain what data you chose to include or omit.

Assignment - 9/28 Class 4: Write a reaction paper to one of the WDYTYA episodes. What research techniques did you notice? Was the outcome of the episode? Was it informative?

Assignment - 10/26 Class 8: Submit your proposal for your final project, including resources to be consulted or site to visit.

Final Project - 12/14 Class 14: The final project can be a path-finder for a research path, or a presentation of a genealogical data analysis study, or an imagined historical fiction based on data points - all options must use several sources of research. Students must incorporate at least three approaches to genealogy, including but not limited to: a site visit, cemetery visit, an interview, an oral history, maps, newspapers, vital statistics records, etc.

I. Written Component: An explanation of the research methods and outcome.

II. Oral (or media) Presentation (15-20 minutes)

Presentation of your analysis of information in a audio-visual presentation format
or

Imagine and present a historical fiction narrative in the context of your research and analysis

Class Participation: Attendance and participation in class discussions are essential. Students will be expected to complete all readings and written assignments as well as the written and presentation portions of the final project.

CLASS SCHEDULE AND ASSIGNMENTS

Please review the following thoroughly before the course begins:

<http://www.genealogy.com/articles/research/glossary.html> ;

<http://www.familytreemagazine.com/glossary>

9/7 Class 1: Definitions and Overview of Genealogy Research: Family tree building, discovery of biographical data, historical context, scientific (DNA) corroboration of evidence.

Reading:

English ancestors: the moral possibilities of popular genealogy

Fenella Cannell (2011)

Stable URL: <http://www.jstor.org/stable/23011309>

Page Count: 19

Google Drive:

https://drive.google.com/file/d/oBy_ugrWYxSeATO1zNF8oMkooY1U/view?usp=sharing

9/14 Class 2: Planning: Understanding what is required to successfully approach genealogy research. What are the end goals? Sensitivity to emotional aspects. Techniques of organization management. DNA tools and ethics. Introduction to US Census history.

Watch:

FtDNA "Introduction to Family Tree DNA" webinar / Elise Friedman (1h23m)

<http://youtu.be/NEkuxldCJ4k>

Reading:

Kinship, Affinity and Connectedness: Exploring the Role of Genealogy in Personal Lives
Anne-Marie Kramer (2011)

Stable URL: <http://www.jstor.org/stable/42857574>

Page Count: 17

Google Drive:

https://drive.google.com/file/d/oBy_ugrWYxSeAZFhVRXZuMG5qY2s/view?usp=sharing

Introduction to Genetic Genealogy / Shannon Combs-Bennett

<http://hcplonline.org/downloads/genconf/HarfordLibraryIntroductiontoGeneticGenealogy.pdf>

Genetic Genealogy Glossary / Nora Galvin (2015)

Google Drive:

https://drive.google.com/file/d/oBy_ugrWYxSeAbmFueXVUUGdHOUo/view?usp=sharing

Optional reading:

RELATIVE DOUBT: FAMILIAL SEARCHES OF DNA DATABASES / Erin Murphy

Stable URL: <http://www.jstor.org/stable/25759291>

Page Count: 58

https://drive.google.com/file/d/oBy_ugrWYxSeAdo45cGFsbGRUNGS/view?usp=sharing

Optional to browse:

The Legal Genealogist blog by Judy G. Russell

<http://www.legalgenealogist.com>

Assignment: What types of uses for DNA testing technology came to mind when watching the FtDNA webinar? Should restrictions or privacy concerns be formulated in the near future?

Browse:

Three Eras of US Immigration and Nationality Records / USCIS

http://www.jgsws.org/Handouts/10-19-15_MarianSmith_UsingUSCISRecordstoResearchJewishhandEthnicRootshandout.pdf

Google Drive:

https://drive.google.com/file/d/oBy_ugrWYxSeAbFJ5WTRzWXZiVzQ/view?usp=sharing

United States Naturalization and Citizenship / FamilySearch

https://familysearch.org/wiki/en/United_States_Naturalization_and_Citizenship

Early American Immigration Policies / USCIS

<https://www.uscis.gov/history-and-genealogy/our-history/agency-history/early-american-immigration-policies>

A Brief Passage in U.S. Immigration History / Andy McCarthy, Milstein Division NYPL (2016)

<https://www.nypl.org/blog/2016/07/01/us-immigration-history>

Beginner's Guide to Genetic Genealogy / FtDNA (2001-2017)

<https://www.familytreedna.com/learn/dna-basics/>

9/21 Class 3: Skills and Tools to Prepare for Genealogy-related Topic Discussions. How to think about potential data sources and pitfalls.

Reading:

Online Genealogical Research Resources

Howard C. Bybee (2008)

Stable URL: <http://www.jstor.org/stable/43044620>

Page Count: 12

Google Drive:

https://drive.google.com/file/d/oBy_ugrWYxSeAcTIIc3JUR2trbXM/view?usp=sharing

Why Your Family Name Was Not Changed at Ellis Island (and One That Was) / Philip Sutton, Milstein NYPL (2013)

<https://www.nypl.org/blog/2013/07/02/name-changes-ellis-island>

"Ethnicity and Physical Features are NOT Accurate Predictors of Parentage or Heritage", dna-explained.com / Roberta Estes (2017)

<https://dna-explained.com/2017/07/02/ethnicity-and-physical-features-are-not-accurate-predictors-of-parentage-or-heritage>

Browse:

<https://www.ancestryheritagequest.com/HQA>

[https://familysearch.org/wiki/en/Periodical_Source_Index_\(PERSI\)](https://familysearch.org/wiki/en/Periodical_Source_Index_(PERSI))

<http://search.findmypast.com/search-world-Records/periodical-source-index>

<http://usgenweb.org/>

<https://familysearch.org/>

<http://www.genuki.org.uk/>
<http://arkivverket.no/eng/content/view/full/629>
<http://eogen.com/>
<http://stevemorse.org/>
<http://www.cyndislist.com/>
<http://www.worldvitalrecords.com/>
<https://www.geni.com/>

Optional readings to browse:

“Who Was She? A DNA Test Only Opened New Mysteries. How Alice Collins Plebuch's foray into “recreational genomics” upended a family tree.” / Libby Copeland (2017)

<https://www.washingtonpost.com/graphics/2017/lifestyle/she-thought-she-was-irish-until-a-dna-test-opened-a-100-year-old-mystery>

[and/or, the same story]

"One Woman's Surprising DNA Discovery — Of Jewish Roots" / Sam Kestenbaum (2017)

<http://forward.com/fast-forward/378361/one-womans-surprising-dna-discovery-of-jewish-roots>

Did Ellis Island Officials Really Change the Names of Immigrants? / Alicia Ault (2016)

<http://www.smithsonianmag.com/smithsonian-institution/ask-smithsonian-did-ellis-island-officials-really-change-names-immigrants-180961544/>

From Memory to Research: German Popular Genealogy in the Early Twentieth Century
Jason Tebbe (2008)

Stable URL: <http://www.jstor.org/stable/20457339>

Page Count: 23

Google Drive:

https://drive.google.com/file/d/oBy_ugrWYxSeAMHNCTFpoTXk1bGs/view?usp=sharing

Assignment: Review different layouts for making a family tree. Choose one layout (paper or electronic), fill it in as completely as possible and explain why, how and what you strove to represent or show - explain what data you chose to include or omit.

9/28 Class 4: Practice in Reference Interviewing Skills: Technology tools and practical ideas in collecting information in a reference interview or in collection of personal documents.

Reading:

Family Trees on the Web

Diane K. Kovacs (2003)

Stable URL: <http://www.jstor.org/stable/25648833>

Page Count: 3

Google Drive:

https://drive.google.com/file/d/oBy_ugrWYxSeAZmxTSHooUXJJWEU/view?usp=sharing

Browse:

<https://familysearch.org/ask/gettingStarted>
<http://rwguide.rootsweb.ancestry.com/>
<http://vitalrec.com/>
<http://www.libertyellisfoundation.org/>
<https://www.archives.gov/research/genealogy>

Review:

<http://www.cyndislist.com/>
<http://usgenweb.org/>
<https://www.ancestryheritagequest.com/HQA>

Watch:

YouTube Who Do You Think You Are? Choose one full hour-long (or 45 min.) episode:
<https://www.youtube.com/user/OfficialWDYTYA>

Assignment: Write a reaction paper to one of the WDYTYA episodes. What research techniques did you notice? Was the outcome of the episode? Was it informative? What do you think now of the Cannell reading from Class 1?

10/5 Class 5: Online Resources: the Big Databases and the non-profits – Ancestry, Fold3, MyHeritage (Geni the Wiki of genealogy) ; local genealogical societies (JewishGen, JGS, ItalianGen) ; evaluating the use and quality of large (and small) datasets ; Do it yourself: Reclaim the Records and FOIA/FOIL.

Browse:

Reclaim the Records - www.reclaimtherecords.org

Public Records Access: One Genealogist Can Make A Difference! / Jan Meisels Allen (2015)
<http://www.avotaynuonline.com/2015/09/public-records-access-one-genealogist-can-make-a-difference/>

10/12 Class 6: Map Resources: NYPL Digital Catalog, Cadastral maps, fire insurance maps, maps of ethnicities, analysis of neighborhood institutions – Place name change issues: solving the problem with index or coordinate tools; Municipal Archives

Reading:

LOC Blog-post “Five Questions with Carlin Rene Sayles, ‘The Map Teacher,’ Library of Congress Geography and Map Division” / Danna Bell (2015)
<http://blogs.loc.gov/teachers/2015/07/five-questions-with-rene-carlin-sayles-the-map-teacher-library-of-congress-geography-and-map-division/>

Using Maps in Genealogy / U.S. Geological Survey (2002)

<https://pubs.usgs.gov/fs/2002/0099/report.pdf>

Browse:

Exploring Pre-Revolutionary New York: The Ratzler Map / Brooklyn Historical Society (2012)

http://brooklynhistory.org/docs/Ratzler_map.pdf

10/19 Class 7: Historical Newspapers: NLI digital, LOCchronAm ; searching by street name in historical parameters, obits, weddings, social organizations – newspaper databases.

Reading:

Using Genealogy to Teach History

Larry Aaron (1992)

Stable URL: <http://www.jstor.org/stable/25162829>

Page Count: 2

Google Drive:

https://drive.google.com/file/d/oBy_ugrWYxSeAWXVtTjFtTG1NQ28/view?usp=sharing

Watch:

Every Photo Is a Story Part 1: Start to Read a Photograph / Kristi Finefield, Sam Watters (2002), 13 min.

http://www.loc.gov/today/cyberlc/feature_wdesc.php?rec=6730&loclr=rssloc

Optional Watching:

Teaching with Historical Newspapers / LOC (2016), 49m20

<https://www.youtube.com/watch?v=jdlrxf-rVSE>

10/26 Class 8: Issues Specific to Demographic Groups: Blacks, women, Native Americans, Jews, communities with disabilities ; Where does the federal documentation system intersect with an individual's life? What are cultural reasons for lack of documentation or unreliability of documentation? Different contexts or marginalization in a global perspective.

Reading:

Owning Memory / Jeannette A. Bastian, excerpt: p.1-9

Owning Memory: How a Caribbean Community Lost Its Archives and Found Its History

Google Drive:

https://drive.google.com/file/d/oBy_ugrWYxSeAeDZHWUE5VlpIZEo/view?usp=sharing

Genealogists as a "Community of Records"

Elizabeth Yakel and Deborah A. Torres (2007)

Stable URL: <http://www.jstor.org/stable/40294451>

Page Count: 21

Google Drive:

https://drive.google.com/file/d/oBy_ugrWYxSeAQldpUGhveGhNcHc/view?usp=sharing

Mormons Help African Americans Trace Their Roots

The Journal of Blacks in Higher Education (2001)

Stable URL: <http://www.jstor.org/stable/2679181>

Page Count: 2

Google Drive:

https://drive.google.com/file/d/oBy_ugrWYxSeAR1k5Y2thLWNnV28/view?usp=sharing

Blog post - Breaking through our Female Ancestor's Brick Walls: Genealogical Sources for Maiden Names / Moriah Amit on the 16th Street Tumblr Blog

<https://16thstreet.tumblr.com/post/158932010807/breaking-through-our-female-ancestors-brick>

Optional Readings:

Minnesota History Center Gale Library Libguide "Naturalization & Immigration Records: Step 4: Common Problems"

Google Drive:

https://drive.google.com/file/d/oBy_ugrWYxSeAd3lNWUFWUGlYbXc/view?usp=sharing

Orphan DNA: Indigenous samples, ethical biovalue and postcolonial science / Emma Kowal

Stable URL: <http://www.jstor.org/stable/43284194>

Page Count: 21

Google Drive:

https://drive.google.com/file/d/oBy_ugrWYxSeASGFFczI3cDVJZXc/view?usp=sharing

Assignment: Submit your proposal for your final project, including resources to be consulted or site to visit.

11/2 Class 9: Communication and Presentation Tools: Ways to organize and present genealogy research – print, photo, narrative, family tree, Flipagram (video stills), narrative video, audio - how to apply these to the final presentation assignment - example video or print material.

Watch:

Every Photo Is a Story Part 5: Interpret the Stories You Discover / Kristi Finefield, Sam Watters (2002), 10 minutes

http://www.loc.gov/today/cyberlc/feature_wdesc.php?rec=6733

Every Photo Is a Story Part 4: Explore the Photographer's Era / Kristi Finefield, Sam Watters (2002), 15 minutes

http://www.loc.gov/today/cyberlc/feature_wdesc.php?rec=6734

Optional to browse:

The Library of Congress > Webcasts > Every Photo Is a Story Webcasts

<http://www.loc.gov/today/cyberlc/results.php?mode=s&cat=69>

11/9 Class 10: Applications Beyond Biographical Data: how genealogy can be applied to various fields: historical fiction, sociology, anthropology, urban planning. Genealogy as an insight into culture. “Inside Out” and “Outside In”.

To consider watching in class: “multi-generational family novels” -

<https://www.youtube.com/watch?v=oU-3NeiClRw>

“Korean genealogy” - <https://www.youtube.com/watch?v=oYWMRyGblmk>

“Why are there SO many 'Kim, Lee, & Park' Last Names?!” -

<https://www.youtube.com/watch?v=6PzQiirRhqo>

“Korean surnames” - <https://www.youtube.com/watch?v=IrOUkm-YmSI>

“Importance of cultural anthropology” - <https://www.youtube.com/watch?v=ir6P1oYj2rk>

Reading:

This Librarian Asserts: GENEALOGY IS REFERENCE

P. W. Filby (1967)

Stable URL: <http://www.jstor.org/stable/25823087>

Page Count: 5

Google Drive:

https://drive.google.com/file/d/oBy_ugrWYxSeAZEVOQUN6Q3RHcTQ/view?usp=sharing

11/16 Class 11: Preparation for Final Presentation: ideas, research, presentation methods – more example videos or photo albums; Guest lecturer genealogy librarian & advisory work time.

11/30 Class 12: Microfilm, Microfiche and Handwriting Resources: LDS, municipal archives, libraries: index vs. certificate; issues of searchability (OCR technology), ordering films, use of microfilm machines. Guides to handwriting deciphering.

12/7 Class 13: Questions of Ethical Consideration: in what ways is it debatable to identify an adoptive or a surrogate family link? How is it debatable to identify family links after divorce? What are difference between biological family identity and family of lived experience?

Reading:

Secrets and Lies: the Radical Potential of Family History

Tanya Evans (2011)

Stable URL: <http://www.jstor.org/stable/41306811>

Page Count: 25

Optional readings to browse: [also from Class 3]

“Who Was She? A DNA Test Only Opened New Mysteries. How Alice Collins Plebuch's foray into “recreational genomics” upended a family tree.” / Libby Copeland (2017)

<https://www.washingtonpost.com/graphics/2017/lifestyle/she-thought-she-was-irish-until-a-dna-test-opened-a-100-year-old-mystery>

[and/or, the same story]

"One Woman's Surprising DNA Discovery — Of Jewish Roots" / Sam Kestenbaum (2017)

<http://forward.com/fast-forward/378361/one-womans-surprising-dna-discovery-of-jewish-roots>

12/14 Class 14: Final Presentations

Optional site visits: TBD [31 Chambers St. Municipal Archives &/or MA Library], [NYPL Schwarzman &/or Map Division]; [guest speaker ; additional outside lectures]

Additional reference resource linked in Google Drive:

HowToDoEverythingGenealogy_Chapter1_Intro

https://drive.google.com/file/d/oBy_ugrWYxSeAOUNRTWoybU16VGM/view?usp=sharing

HowToDoEverythingGenealogy_Chapter5_Context

https://drive.google.com/file/d/oBy_ugrWYxSeATo9DdVJSaEhIY2M/view?usp=sharing

HowToDoEverythingGenealogy_Chapter7_Extend Your Research

https://drive.google.com/file/d/oBy_ugrWYxSeAczZoVVBBNEhNdVk/view?usp=sharing

HowToDoEverythingGenealogy_Chapter10_Locate and Use Immigration

https://drive.google.com/file/d/oBy_ugrWYxSeAOEdZQzIRdmhodzQ/view?usp=sharing

HowToDoEverythingGenealogy_Chapter12_Internet and Research

https://drive.google.com/file/d/oBy_ugrWYxSeASUIEX1pEZ09YU00/view?usp=sharing

Assignment Description	Points Allotted
Class Participation Includes participation in 2 student-led introduction to class reading discussions and general discussions throughout the 14 weeks of the course	30 points
Four Written Assignments Various due dates (see assignment descriptions above; all should be turned in via Blackboard links)	50 points:
Assignment 1: Reaction Paper to DNA seminar video Due in Class 2, September 14	10 points
Assignment 2: Example Family Tree Creation Project Due in Class 3, September 21	10 points
Assignment 3: Reaction Paper to WDYTYA episode Due in Class 4, September 28	10 points
Assignment 4: Proposal for Final Project Due in Class 8, October 26	20 points
Final Project Presentation: Due in Class 14, December 14	20 points (written & presentation component)
TOTAL	100 points (= 100%)

Palmer School Incomplete Grade Policy

In rare circumstances, LIU Post grade policy allows for incomplete grades “when, due to extenuating circumstances, a student needs additional time to complete a course.” To request an incomplete, students are required to submit a written form and include a description of the extenuating circumstances along with appropriate documentation (e.g., a doctor’s note). Requests must be approved both by their professor and by the dean of the College of Education,

Information & Technology (CEIT) before the incomplete grade is assigned according to LIU Post policies.

Citation Formats

Use current Modern Language Association (MLA) formats consistently for all assignments. Note that the new formats discourage extensive footnotes and generally call for citations within a text that refer to a list of sources at the end of the paper. Examples of the MLA format can be found online, most conveniently at <http://owl.english.purdue.edu/owl/section/2/>. Examples of MLA formatting can also be found at <http://www2.liu.edu/cwis/cwp/library/workshop/citmla.htm>. Regarding plagiarism, see <http://owl.english.purdue.edu/owl/resource/589/02/>. If you have questions about plagiarism, ask the instructor for help before turning in questionable material. LIU's policies on plagiarism can be found at <http://www2.liu.edu/cwis/cwp/library/exhibits/plagstudent.htm>

Style Manual

If you have questions about grammar or want to ensure that your style is clear, effective, and readable, see William Strunk, Jr.'s *The Elements of Style*, online through <http://www.bartleby.com/141/>. This succinct work is available cheaply in used copies at many used bookstores or online.

Academic dishonesty is unacceptable and will not be tolerated. Cheating, forgery, plagiarism and collusion in dishonest acts undermine the educational mission of Long Island University and the students' personal and intellectual growth. Please see:

<http://www.liu.edu/CWPost/StudentLife/Services/Counseling/AcadPolicies>

Long Island University's anti-harassment/discrimination policy and complaint procedure can be accessed at

<http://www.liu.edu/Human-Resources/Human-Resources-Policies/Anti-Harrassment-Discrimination-Policy>

Grading

Assignments in this class will be graded according to the following guidelines:

Letter Grade	GPA	Percentage Score	Definition
A	4.0	93-100%	Outstanding achievement. Student performance demonstrates full command of course materials and shows a high level of originality and/or creativity that far surpasses course expectations; grammatical errors, misspellings, and typos are minimal or non-existent.

A-	3.7	90-92%	Very good work. Performance demonstrates thorough knowledge of course materials and exceeds course expectations by completing all requirements in a superior manner; grammatical errors, misspellings, and typos are minimal (average one-two per page) or non-existent.
B+	3.3	87-89%	Good work. Performance demonstrates above-average comprehension of course materials and exceeds course expectations on all tasks as defined in the course syllabus; grammatical errors, misspellings, and typos are present (average two-three per page).
B	3.0	83-86%	Adequate work. Performance meets designated course expectations, demonstrates understanding of the course materials, and is at an acceptable level; grammatical errors, misspellings, and typos are present (average four-five per page).
B-	2.7	80-82%	Marginal work. Performance demonstrates incomplete understanding of course materials; grammatical errors, misspellings, and typos are frequent (average six-ten per page).
C+	2.3	77-79%	Unsatisfactory work. Performance demonstrates incomplete and inadequate understanding of course materials; grammatical errors, misspellings, and typos are very frequent (average 11-14 per page) and adversely affect the structure and flow of the narrative.

C	2.0	70-76%	Unacceptable work. Performance demonstrates incomplete and inadequate understanding of course materials; grammatical errors, misspellings, and typos are ubiquitous (average 15 or more per page) and adversely affect the structure and flow of the narrative.
F	0.0	0-69%	Failing. Student failed to turn in assignment(s) or plagiarized.

Further related reading beyond the course:

#Genealogy as helpful to library management

JOURNAL ARTICLE

History Is Its Own Reward Back Home in Indiana

Jennifer Burek Pierce

American Libraries

Vol. 34, No. 7 (Aug., 2003), pp. 46-48

Published by: American Library Association

Stable URL: <http://www.jstor.org/stable/25648834>

Page Count: 3

#Critique of Genealogy as pandering to emotional irresolution

JOURNAL ARTICLE

"WHO DO YOU THINK YOU ARE?" INTIMATE PASTS MADE PUBLIC

CLAIRE LYNCH

Biography

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