

How to use this site for teaching high school, undergraduate, and graduate students:

Interracial Intimacies draws on one historian's experience researching and publishing a scholarly article to help students learn how historians:

**Frame a research question** with the knowledge that, in the process of doing research, the question may change;

**Rely on the help of others**, including librarians and archivists, subject experts, interviewees, research assistants and colleagues;

**Locate sources** relevant to the research project;

**Analyse primary sources**, including photographs, newspapers, oral history interviews and archival documents;

**Authenticate sources** by comparing and contrasting different types of sources;

**Develop skills** such as empathy and empowerment;

**Get from research to publication**

Instructors can choose which of the above skills are desired for a course and can assign exercises related only to those skill sets. For example, you may want to use this site to teach students how to analyse primary sources, or to explore oral history methodology, or to show how history can be a tool for developing empathy and for empowerment. You might want to assign the article that was produced based on these sources so that students can see how the one or more of these methods came into play in a historian's analysis, and allow students to compare their insights with those of the author. You might ask students to write a short supplemental essay that either explores a topic the author did not cover but which they identified in the primary sources, or, that expands on a topic the author did cover. Finally, an instructor could use the accompanying article to help students think about the process of selecting sources for citation. Historians cite only a small portion of the sources they find. How do they know which to include and which to leave out?

Using embedded links, students can access instructions written by leading historians that explain how to analyse primary sources.

This site also provides material for an assignment on source authentication.

An additional list of ideas for how instructors of high school and undergraduate students might build other assignments based on the materials provided is provided. This can be found in the Resources section of the website.

This site could be useful for teaching graduate students as well since the site exposes the process that students will be embarking on for the first time. It could also be used in an oral history course, especially as a full archive of the interviews conducted for this project is available. Finally, it also provides an inside look at the experience of publishing in an academic journal: this site illustrates how single-authored articles are written with the aid of a community of experts, and de-mystifies the submission and review process. In the case presented here, the author agreed with many of the critiques and suggestions

the reviewers offered, but not with all of them. Students can see how the publication process was navigated to a successful conclusion.

Please note that due to copyright restrictions secondary sources are not posted on this site. However, a list of most of the sources consulted for this project are included a Zotero bibliography, the link to which can be found in the Resources section.

Two books consulted to help develop this site and which are very useful for thinking about the purpose and modes of history education are:

Sam Wineburg, *Historical Thinking and Other Unnatural Acts: Charting the Future of Teaching the Past*, Philadelphia: Temple University Press, 2001.

Stéphane Lévesque, *Thinking historically: Educating Students for the Twenty-First Century*. Toronto: University of Toronto Press, 2007.

For undergraduate teaching I also find useful the chart provided on this page, which is free to download:

<http://www.wisconsinhistory.org/thinkinglikeahistorian/>

Though aimed at those teaching at the grade school level, it outlines the fundamentals of the discipline and can be effectively used to develop lesson plans for high school and introductory-level undergraduate students.