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## **Acknowledgements**

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## Table of Contents

Copyright.....	i
Acknowledgements.....	ii
Table of Contents.....	iii -ix
<b>MODULE OVERVIEW.....</b>	<b>ix</b>
<b>Introduction.....</b>	<b>ix</b>
<b>Rationale.....</b>	<b>ix</b>
<b>Aim.....</b>	<b>ix</b>
<b>LEARNING OUTCOMES.....</b>	<b>x</b>
<b>RECOMMENDED READINGS.....</b>	<b>xi</b>
<b>UNIT 1: THE STUDY OF HISTORIOGRAPHY.....</b>	<b>1</b>
1.1 Introduction .....	1
1.2 Learning Outcomes .....	1
1.3 Defining Historiography .....	2
<b>1.4 Briefing History of Historiography.....</b>	<b>3</b>
<b>1.5 Basic issues studied in historiography.....</b>	<b>4</b>
1.6 The Significance of Historiography.....	6
1.7 Schools of Historiography.....	7
Terminologies.....	9
Activity.....	9
Summary.....	9
<b>UNIT 2: HISTORICAL RESEARCH.....</b>	<b>10</b>
2. Introduction.....	10
2.1 Learning Outcomes.....	10

2.2 What is Historical Research.....	11
2.3 The Purposes of Historical Research.....	12
2.4 Steps in Historical Research.....	13
<b>2.4.1 Choosing a Topic.....</b>	<b>14</b>
2.4.2 Asking Historical Research questions.....	15
<b>2.4.3 Acquisition of Materials.....</b>	<b>16</b>
<b>2.4.4 Critical Reading and Note Taking.....</b>	<b>16</b>
<b>2.4.5 Interpretation of Historical Information.....</b>	<b>17.</b>
2.6 Principles of Historical Research.....	18
Terminologies.....	20
Activity.....	20
Summary.....	21
<b>UNIT 3: SOURCES OF HISTORICAL RESEARCH.....</b>	<b>22</b>
3. Introduction.....	22
3.1 Learning Outcomes.....	22
3.2 Primary Information as a Source for Historical Research.....	22
3.3.1 How to Research Primary Sources.....	24
3.3.2 Secondary Information as a source for Historical Research.....	26
3.4 Evaluation of Primary and Secondary Sources.....	27
Terminologies.....	30
Activity.....	30.
Summary.....	30

**UNIT 4: USING THE INTERNET AS A RESOURCE FOR HISTORICAL RESEARCH .... 31**

4. Introduction.....	31
4.1 Learning outcomes .....	31
4.2 Finding History Resources on the Internet.....	31

4.3 Finding Primary and Secondary Sources on the Internet.....	32
4.4 Evaluation Criteria for History Resources on the Internet.....	34
4.5 Challenges and problems of using Internet for Historical Research.....	35
Terminologies.....	37
Activity.....	37
Summary.....	37
<b>UNIT 5: WRITING A RESEARCH PROPOSAL IN HISTORY.....</b>	<b>38</b>
5. Introduction.....	38
5.1 Learning outcomes.....	38
5.2 A Research Proposal and its purpose? .....	38.
5.3 Beginning the Proposal Process .....	39
5. 4 Structure and process of writing a Research proposal.....	41
5.4.1 Background to the study .....	42
5.4.2 Statement of the Problem.....	42
5.4.3 Aims and Objectives of the Study.....	43
5.4.4 Research Questions.....	44
5.4.5 Significance of the study.....	44
5.4.6 Limitation of the Study.....	45
5.4.7 Conceptual framework or Theoretical Framework.....	45
5.4.8 Literature review.....	46
5.4.9 Research Designs and Methodology .....	47..
5.4.10 <b>Bibliography or References Section.....</b>	<b>49</b>
<b>5. 5 Common Mistakes to avoid when writing a Research Proposal.....</b>	<b>49</b>
<b>Terminologies .....</b>	<b>50</b>
Activity.....	50
Summary.....	51
<b>UNIT 6: CONCEPTUAL, THEORETICAL FRAMEWORKS AND LITERATURE REVIEW... 52</b>	

6. Introduction.....	52
6.1 Learning Outcomes .....	52
6.2 Conceptual framework.....	52
6.2.1 Strategies of framing a Conceptual Framework.....	54
6. 2.2 Challenges faced in constructing a Conceptual Framework.....	54
6.3 Theoretical Framework.....	55
6.3.1 Guidelines in Formulating a Theoretical Framework.....	56
6.3.2 Significance of the theoretical framework in the research study.....	58
6.4 Literature Review.....	60
Terminologies.....	63
Activity.....	63
Summary.....	63
<b>UNIT 7: RESEARCH DESIGNS AND METHODOLOGY .....</b>	<b>64</b>
7.1 Introduction.....	64
7.2 Learning Outcomes .....	64
7.3 What is a Research Design?.....	64.
7.4 TYPES OF RESEACH DESIGNS.....	65
7.4.1 Historical Research Design.....	65
7.4.2 Case Study Design.....	66
7.4.3 Descriptive Design.....	67
7.4.4 Narrative Design.....	67.
7.4.5 Longitudinal Design.....	68
7.4.6 Exploratory Design.....	68
<b>8.1 Quantitative and Qualitative Research Designs.....</b>	<b>68</b>
8. 2 What is a Research Methodology.....	70
8.3 Quantitative Research Methods.....	70
8.4 How to analyse qualitative and quantitative data.....	71

8.4.1 Analysing quantitative data.....	72
8.4.1 Analysing qualitative data.....	72
Terminologies .....	74
Activity.....	74
Summary.....	75.
<b>UNIT 9: RESEARCH REPORT WRITING IN HISTORY.....</b>	<b>76</b>
9.1 Introduction.....	76
1.2 Learning Outcomes .....	76
9.2 Writing a History Research Report.....	76
9.3 The Structure of the Research Report.....	78
9.3.1 Preliminary Pages of the Research Report.....	78
9.3.1.1 Cover of the Research Report.....	79
9.3.1.2 Declaration of the Research Work.....	79
9.3.1.3 Dedication Part of the Research work.....	79
9.3.1.4 Table of Contents part for the Research Report.....	79
9.3.1.4 Abstract Section of the Research Report.....	80
9.3.1.5 Acknowledgements of the Research Report.....	80
9.3.1.6 List of Abbreviations or Acronyms Section of the Research Report.....	80
9.3.1.7 List of Tables and Figures Section of the Research Report.....	80
9.4 Main Body of the Research Report.....	80
9.4.1 Chapter one of the Main Body of a Research Report.....	81
9.4.2 Substantive Chapters of the Main Body of a Research Report.....	81
9.4.3 Conclusion Chapter.....	81
9.5 Appendices .....	82
9.6 Bibliography.....	82
Terminologies: .....	84

Activity.....	84
Summary.....	84
<b>REFERENCES.....</b>	<b>85</b>





## **MODULE OVERVIEW**

### **Introduction**

The teaching and the studying of history is based on the basic assumption that it provides an indisputable background for all other forms of knowledge in the humanities as well as in the social sciences and the physical sciences. History is designed to provide a cultural, social and political context for other intellectual disciplines and branches of knowledge. This module introduces YOU (the students of history), to the basic principles of research methods in history. In particular the module focuses on introducing the students of history to the nature and methods of research, reading and writing history as a distinct intellectual discipline. It focuses on guiding the students towards developing a skill of orderly research, analysis and interpretation and presentation of historical information through a research report. This module is designed to inform students on the realities of history is an art that involves research, assessing, analysing, criticising and interpreting sources and presenting the findings to the wider public.

### **Rationale**

A student of history should be aware that history is also a craft and science that is concerned with the conducting research and disseminating the findings to the public. Therefore a student of history has to follow certain techniques prescribed for historical research. A student of history is also expected to follow a format that demonstrates a historian's meticulous examination and acknowledgement of sources and make an assessment of the relevance of historical research findings. Hence the students are expected to write history professionally. This module is designed help students of history, to improve in their techniques of historical research, reading sources and writing professionally as well as scholarly.

### **Aim**

The aim of this course is to provide students with research, reading and writing skill in the discipline of history. This course is intended to make students aware of the particular aspects of historical research methods used by historians in studying the past and to enable the students write a viable research proposal and later a well-researched paper in history.

## Learning Outcomes:

At the end of the course students will be able to:

- comprehend some basic concepts of historical research and its methodologies.
- demonstrate knowledge, understanding, and ability to use different methods of conducting historical research.
- identify and construct appropriate historical research topics.
- design a viable research proposal.
- select and define appropriate research problems in history
- demonstrate skills of historical research using a variety of sources.
- demonstrate ability to use a selected methodology of research.
- analyse and interpret historical information using expected research designs and methods.
- write a historical research report.
- organise and conduct research (advanced project) in a more appropriate manner
- write a historical research report.

As an adult learner, your approach to learning will be different to that of your school days: you will choose when you want to study. You will have professional and/or personal motivation for doing so and you will most likely be fitting your study activities around other professional or domestic responsibilities.

Essentially you will be taking control of your learning environment. As a consequence, you will need to consider performance issues related to time management, goal setting, stress management, etc. Perhaps you will also need to reacquaint yourself in areas such as essay planning, coping with examinations and using the internet as a learning resource.

Your most significant considerations will be *time* and *space* i.e. the time you dedicate to your learning and the environment in which you engage in that learning. It is recommended that you take time now before starting your self-study to familiarise yourself with these issues. There are a number of excellent resources on the web. A few suggested links are: <http://www.how-to-study.com/> and <http://www.ucc.vt.edu/stdysk/stdyhlp.html>

## Time frame

You are expected to spend at least three terms of your time to study this module. In addition, there shall be arranged contact sessions with lecturers from the University during residential possibly in April, August and December. You are requested to spend your time carefully so that you reap maximum benefits from the course. Listed below are the components of the course, what you have to do and suggestions as to how you should allocate your time to each unit in order that you may complete the course successfully and on time.

Need help?

Contact Miyanda Simabwachi (Dr)

8:00hr -17: 00hrs (Monday-Friday)

Mobile: 0969689253

Email: [miyanda74@gmail.com](mailto:miyanda74@gmail.com)

New office block building, room 8

You are also free to utilise the services of the University Library which opens from 08:00 hours to 20:00 hours every working day.

Required Resources

Text books, rulers and pencils

## Assessment

<b>Continuous Assessment</b>		<b>50%</b>
One Assignment	25%	
One Test	25%	
<b>Final Examination</b>		<b>50%</b>
<b>Total</b>		<b>100%</b>

## Recommended Readings

Arthur Marwick, *The Nature of History*, London: Macmillan Press, 1981.

Chondoka, Y.A., *A Short Guide to Library Research*, Ndola: Printpak Zamvia Limited, 1992.

Creswell, John W. and J. David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Thousand Oaks, CA: Sage, 2018.

Hart, C., *Doing a Literature Review: Releasing the Social Science Research Imagination*, London: Sage Publications, 2005.

Hart, C., *Doing a Literature Search: A Comprehensive Guide for Social Sciences*, London: Sage Publications, 2005.

Kombo, D. K and Delno, L.A., *Proposal and Thesis Writing: An Introduction*, Nairobi: Paulines Publications Africa, 2009.

Phiri Bizeck Jube, *Researching and Writing History: A Student Guide to Historical Research and Methodology*, Lusaka, 2013

Rael, P., *Reading, Writing and Researching for History: A Guide for College Students*  
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