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AP-3/16/10
Info. 4/20/10

Undergraduate Distance Education Review Form
(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

Course: LBST 499 - Climbing Your Family Tree

Instructor(s) of Record: Mary Jane Kuffner Hirt

Phone: 412-782-3373 **Email:** mikh26@comcast.net

Step One: Proposer

A. Provide a brief narrative rationale for each of the items, A1- A5 after the signature pages.

1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?

The instructor initially taught LBST 499 - Climbing Your Family Tree during the spring 2009 semester. The course integrates political science, history and social science research methods and uses the development of student family histories as the vehicle for the integration. During spring 2010, she is teaching two sections of the course. All have been in the traditional classroom environment. In January 2010, she completed a week long workshop on writing family history at the Utah Genealogical Institute, Salt Lake City, Utah.

The instructor teaches courses in political science, public administration and research methods. Her undergraduate minor was history.

The instructor is Blackboard certified and has taught a graduate level, distance education summer course for an area university using that platform four times. She has used WebCT as a resource for courses at IUP. In the fall 2009, she participated in Moodle and IT distance ed workshops at IUP. During the spring 2010, the instructor is teaching PLSC 354/554 - Metropolitan Problems (W) as a distance education course using Moodle.

2. How will each objective in the course be met using distance education technologies?

LBST 499 - Climbing Your Family Tree is presented as a discussion and writing intensive course. Moodle's Forum discussion option will support class discussions on a weekly basis as well as student reports of their oral history interviews and presentation of highlights from the students' family history

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projects. The assignment tool will facilitate the submission of exams and the family history projects. Moodle features that support interactive discussion instructor-student and student-student will be used as circumstances warrant. The potential for using Moodle to access video housed on the HSS server will also be useful in at least two instances to present material developed by PBS and National Geographic.

Even though our students tend to be technologically savvy, there will be consideration for the transition they will be making from WebCT to Moodle. Too ambitious a plan for use of new technology may pose unnecessary challenges for students. Choosing Moodle options wisely to facilitate student learning and avoid student frustration will be an important step. Having the course evolve over a few offerings to encompass a greater number of Moodle functions may be the best course of action for students and instructor.

The objectives for the course are listed below. The functions/options available through Moodle are indicated for each objective.

By the end of the semester, students will:

1. Use storytelling as a method for creating oral history and identifying linkages between family history and American history and government, Students will gather data and information about their family members by conducting two formal structured interviews and one informal, less structured discussion about a memorable incident, person, artifact or place they experienced while growing up. The students will write a formal report of the interviews which will record the stories their family members tell. They will write and revise a three-four paragraph story about the memorable person, place, incident or artifact. The interviews and short stories will be submitted via the assignment function of Moodle. Forums will be used to share the stories and outcomes of the projects.

Distance Education Technology - Moodle Forum or Wiki, Moodle Assignment to upload paper for instructor grading, Moodle Resources links to video housed on CHSS server from the History Detective on interviewing and a series of printed guides for interviewing techniques and questions.

2. employ critical thinking to distinguish and use primary and secondary genealogical data sources, to select approaches to genealogical research, and integrate genealogical data/information with relevant aspects of American government and history, Examples of sources associated with census data, immigration and naturalization records, birth, marriage and death records, land records, wills, family letters/documents, books, websites, family histories and pedigree charts to distinguish between primary and secondary sources. Methods rooted in name, place, date criteria will be used to demonstrate

problem solving processes. Instructor will provide the primary and secondary source examples via links to resources. Text pages with discussion of problem solving techniques and examples will be provided via links. Instructor through links to resources will provide photos, news articles, passages from books to demonstrate how context for individual family history can be associated with local, state or national events and orientation. Example: For those with ties to Virginia and Pennsylvania in the late 1700s and early 1800s, photos from the American Folk Life Museum, Stanton VA will show the differences in housing for English, Irish and German immigrants.

Distance Education Technology - Moodle Forum, Moodle Assignment to upload exercises that will facilitate the development of the family history project, Resource Links to text pages

3. Exercise their imagination as a creative problem-solving tool, The intensive discussion orientation to this course with the questions and interaction between students and instructor and student to student and the collection, organization and presentation of data and information are used to encourage to think creatively.

Distance Education Technology - Moodle Forum, Moodle Wiki, Moodle Assignment

4. Use the process of repetitive review and examination of documents and/or data sources in their family history research, This is a standard process for family history research. Essentially, the instructor will review the steps in a narrative that will be posted as a text page. In addition, she will demonstrate how looking at the same source/data/information can produce results on successive reviews by relating how the process has been productive for her research. Then, the students will be given an opportunity to inspect a document and practice the technique. The instructor will provide a list of items/questions that the student should ultimately be able to address. The student's work will be submitted through the assignment function. Class discussion about the experience will occur after the assignment is submitted.

Distance Education Technology - Moodle Resource link to text pages, Moodle Forum, Moodle Assignment

5. Select materials from available library materials and Internet digital resources to create a political and historical context for their family histories, Throughout the semester, the instructor will post evidence to demonstrate how one looks for and associates a family with the historical and political detail of the times. Resources from The Family History Library's digital book collection, journals and books available to students through the IUP

library's digital resources, Google scholar and books, and the instructor's personal resources will be used to demonstrate. Examples will be posted through links to the Internet and text files. The instructor will work individually with each student to determine what era(s) they will concentrate on in their family history research to make recommendations about what may be relevant and where to find material.

Students will read "Women of the Frontier" by Billy Kennedy to "appreciate" how individuals may be associated with the historical and political events of the era.

Distance Education Technology - Moodle Forum, Moodle Resource links to text pages, Moodle Assignment to upload student research files for instructor to review, Moodle Resource links to websites

6. Use reflective and synthetic thinking as they integrate the micro data of their family history with the macro orientation of American politics and history through reflection and assessment,

This activity is an extension of item 5. Once the students have gathered data/information relevant to their families, the instructor and student will collaborate on what historical and political circumstances will best relate to their families and provide the broader context for their work.

Distance Education Technology - Moodle Forum, Moodle Chat, Moodle Assignment to upload project file

7. Participate in collaborative problem solving to address challenges posed by family history research,

Students will have the opportunity to post to a discussion forum, use the Moodle Wiki or Moodle Chat to identify challenges they are facing in finding/locating data about their ancestors. Other students and the instructor then are given the opportunity to provide assistance in response to the posts. The process will be interactive and expect the student who posted the dilemma to try to solve the problem given the advice provided. Depending on availability, segments of the PBS Series, The History Detective may be used to demonstrate problem solving options.

Distance Education Technology - Moodle Forum, Moodle Wiki, Moodle Chat

8. Develop a family history narrative with properly documented on-line and traditional sources,

This is the culminating project where the students will draw together the work they have done over the semester and present their family histories. The formal project will be uploaded as an assignment. Students will also submit in a short, written review and assessment of their project as well as a class discussion of their accomplishments through the forum or Wiki options after the projects are submitted.

Distance Education Technology - Moodle Resource text pages, Moodle Assignment, Moodle Wiki, Moodle Forum

9. Present and assess the results of their three projects in class discussions, For each project/assignment, students will be asked to be self-reflective. Informal discussion will be encouraged to share how to improve their outcomes through Moodle Forum and Wiki. Any revisions and comments to the instructor will come through Moodle Assignment.

Distance Education Technology - Moodle Forum, Moodle Assignment, Moodle Wiki

10. Develop a greater appreciation for and understanding of social science research methods, and
By completing the oral history interviews and reports, writing a series of short stories and conducting the research using access to Ancestry.com the students will have practiced an array of social science methods. They will present and discuss the process and outcomes through Moodle Forum, Moodle Wiki and Moodle Assignment, as appropriate.

Distance Education Technology - Moodle Forum, Moodle Resource links to text files, Moodle Assignment

11. Independently complete a series of projects which will form the foundation for a lifelong learning opportunity.
Each project topic/subject/family chosen will be specific to the individual student. Past experience indicates that students come away from their research with a new/renewed sense of interest and curiosity. Almost all report that through seeking data and information about their ancestors they develop an appreciation for grandparents, parents, close friends and siblings and other family. The experience with interviewing, writing, problem solving and compiling their materials provides the encouragement to be more sensitive to details and ask more questions while the opportunities to interact with people exist. Moodle will be used to provide materials that support the assignments and projects.

Distance Education Technology - Moodle Assignment, Moodle Resource links to Files

3. How will instructor-student and student-student, if applicable, interaction take place?

On a continuing basis, the instructor will interact with the class via the discussion forum in Moodle. Depending on the geographic distribution of the students and the equipment they have access to, the instructor may use the Moodle Live option. For individual consultation, the instructor will be accessible via Moodle Chat and e-mail, telephone, and if practical for the student in person

appointments can be scheduled. To facilitate telephone communication, the instructor will specify a time during the week when students may reach her by telephone at her home.

4. How will student achievement be evaluated?

Oral History Interviews – Students will be responsible for completing two interviews with family members to gather data about their ancestors. Students will develop questionnaires for use during the interviews and submit written reports of their interviews as well as record any questions raised during or as a consequence of the interviews which could be investigated by further research. The due date for this assignment is after spring break. Students will participate in discussion forums about the results of the oral history interviews. (20% of final grade)

Integration Project: Family History – American Government & History - The principal project for the course will be the development of a portfolio that presents the results of the student's genealogical research within a larger context of American politics and history. Students will be expected to prepare a research plan for their project early in the semester for the instructor's review and approval. The context is expected to vary from student to student depending on when the student's ancestors arrived in America. The student and instructor will jointly determine the time frame for the family history context. The project is expected to be completed over the course of the semester in tandem with class readings and discussions. Blurb Booksmart software will be used to organize your family history findings and write your family history narrative. (www.blurb.com) The software is free. The project can be printed when finished as a .pdf file or Booksmart will print it for a small fee. (40% of final grade)

Mid-Semester Exam – The mid-term exam will consist of questions related to the application of the processes covered in the readings and class discussions during the first half of the semester. (20% of final grade)

Final Exam and Reflective Essay – During final exam week, all students will write a reflective essay about their success in attaining the course objectives and complete a final exam. The exam will consist of questions related to the application of the processes covered in the readings and class discussions during the second half of the semester. (15% of final grade)

Discussion Forum Participation – To have a meaningful learning experience, students are expected to prepare for and participate in weekly discussion forums as well as contribute both questions and comments the discussions. To facilitate discussion, students may be expected to complete exercises

and assignments. (5% of final grade)

Additional Credit - Family History Library Submission - The Family History Library in Salt Lake City, Utah has the largest on-line genealogical data base (www.familysearch.org) in the world. It contains data and information from US and international sources. The library encourages the submission of family history data/information to its archives. To earn extra credit, students will be responsible for searching the records of The Family History Library to determine if any of the data they have found is not included in the library's digital archives. The goal will be to have students post/contribute to the archives for the family they have researched. (+3% towards final grade)

5. How will academic honesty for tests and assignments be addressed?

No objective quizzes or exams will be used to assess student learning in this course. All student assignments, the oral interview reports, exams, reflective essay, and family history project will require the students to complete work independently. When/if necessary, the instructor will use the Turnitin (<http://turnitin.com/static/home.html>) website to assess whether students have borrowed papers and materials from other students or Internet websites/sources.

B. Submit to the department or its curriculum committee the responses to items A1-A5, the current official syllabus of record, along with the instructor developed online version of the syllabus, and the sample lesson. This lesson should clearly demonstrate how the distance education instructional format adequately assists students to meet a course objective(s) using online or distance technology. It should relate to one concrete topic area indicated on the syllabus.

Step Two: Departmental/Dean Approval

Recommendation: Positive (The objectives of this course can be met via distance education)

Negative

John F. Jett 1-29-2010
Signature of Department Designee Date

Dept. approved
JFS

Endorsed: Ann 1/29/10
Signature of College Dean Date

Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Graduate Committee for graduate-level section.

Step Three: University-wide Undergraduate Curriculum Committee Approval

Recommendation: Positive (The objectives of this course can be met via distance education)

Negative

Gail Sedquist 3/17/10
Signature of Committee Co-Chair Date

Forward form and supporting materials to the Provost within 30 calendar days after received by committee.

Step Four: Provost Approval

Approved as distance education course

Rejected as distance education course

Gail Sedquist (un) 3/22/10
Signature of Provost Date

Forward form and supporting materials to Associate Provost.

SYLLABUS OF RECORD -

LBST 499 CLIMBING YOUR FAMILY TREE

I. Course Description:

Kimberly Powell (2006) in *The Everything Family Tree Book* notes that 73% of adults have an interest in family history. Family history research extends genealogy research by seeking greater understanding through the development of a context for one's genealogy. In this course, the students will use social science research methods and Internet and traditional library resources to explore their ancestral roots and revisit relevant segments of American politics and history to develop a context for their family history.

II. Course Objectives:

By the end of the semester, students will:

1. use storytelling as a method for creating oral history and identifying linkages between family history and American history and government,
2. employ critical thinking to distinguish and use primary and secondary genealogical data sources, to select approaches to genealogical research, and integrate genealogical data/information with relevant aspects of American government and history,
3. exercise their imagination as a creative problem-solving tool,
4. use the process of repetitive review and examination of documents and/or data sources in their family history research,
5. select materials from available library materials and Internet digital resources to create a political and historical context for their family histories,
6. use reflective and synthetic thinking as they integrate the micro data of their family history with the macro orientation of American politics and history through reflection and assessment,
7. participate in collaborative problem solving to address challenges posed by family history research,
8. develop a family history narrative with properly documented on-line and traditional sources,
9. present and assess the results of their three projects in class discussions,
10. develop a greater appreciation for and understanding of social science research methods, and
11. independently complete a series of projects which will form the foundation for a lifelong learning opportunity.

How will the course address women and minorities?

Students will explore women and minorities through the roles they played, challenges they faced and contributions they made to American government and history at the time their ancestors migrated to America. Readings from Billy

Kennedy's (2004) *Women of the Frontier* which provides biographical sketches of 39 women pioneers who contributed to the mid to late 1700s and early 1800s settlement of the frontier areas of Virginia, the Carolinas, Kentucky and Tennessee will be assigned.

III. Course Outline:

Week 1	Course Overview – The relationship between family history research and American government and history The use of social science research methods to investigate and integrate family history, American government and history Four Hundred Years of American Politics & History
Week 2	Understanding Genealogical Research --Familiar Record Practices: Problems and Terminology --Analyzing the Pedigree and Place --Evidence: Evaluation and Documentation
Week 3	Research Tools: The Library, Reference Materials, Computers/Internet, Effective Correspondence Orientation to the IUP library - Internet genealogical data bases and library holdings
Week 4	Migration Patterns
Week 5	Family History – Going Beyond Genealogy/Framing Your Historical Context
Week 6	Family History Research: Storytelling and Interviewing
Week 7	Exam Records and Their Use: Compiled Sources and Newspapers, Vital Records and Census Returns
Week 8	Records and Their Use: Wills and Probate Records Government and Local Land Records Court and Church Records
Week 9	Records and Their Use: Immigration and Military Records Cemetery Records
Week 10	Organizing and Evaluating Research Findings
Week 11	Problem Solving – Examining/Assessing the Evidence
Weeks 12 & 13	Integration: Assembling the Genealogical Pieces – Building the American Political and Historical Context
Week 14	Uncovering Your Genetic Roots - The Seven Daughters of Eve

Week 15	Presentation/Discussion of Family History projects – during final exam period
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IV. Evaluation Methods:

The grade for the course will be based on the following:

- **Oral History Interviews** – Students will be responsible for completing two interviews with family members to gather data about their ancestors. Students will develop questionnaires for use during the interviews and submit written reports of their interviews and record any questions raised during or as a consequence of the interviews which could be investigated by researching other resources. Students will participate in class discussions about the results of the oral history interviews. (20%)
- **Integration Project: Family History – American Government & History** - The principal project for the course will be the development of a report that presents the results of the student's genealogical research within a larger context of American politics and history. Students will be expected to prepare a research plan for their project early in the semester for the instructor's review and approval. The context is expected to vary from student to student depending on when the student's ancestors came to America. The student and instructor will jointly determine the timeframe for the family history context. The project is expected to be completed over the course of the semester in tandem with class readings and discussions. (40%)
- **Family History Library Submission** - The Family History Library has the largest on-line genealogical data base (www.familysearch.org) in the world and contains data and information from US and international sources . The library encourages the submission of family history data/information to its archives. Students will be responsible for searching the records of The Family History Library to determine if any of the data they have found is not included in the library's digital archives. The goal will be to have each student post/contribute to the archives for the family he/she has researched. (10%)
- **Mid-Semester Exam** – A mid-term exam consisting of six essay questions covering the readings for the half of the semester. The exam may be completed outside of class. (20%)
- **Reflective Essay** – During the last week of the semester, all students will write a reflective essay about their progress in attaining the course objectives. (5%)
- **Class Participation** – To have a meaningful learning experience, students are expected to prepare for and attend class as well as contribute both questions and comments during class discussion. (5%)

V. Grading Scale:

93 - 100 = A

83 - 92 = B

73 - 82 = C

63 - 72 = D

Below 62 = F

VI. Class Attendance/Student Responsibilities - Regular class participation is expected and encouraged. To gain the most benefit from the course students are expected to prepare for class by completing readings, assignments and projects on a timely basis. (The course outline distributed at the beginning of class will clearly indicate all project and assignment due dates.) "Excused" absences due are to be kept at a minimum with students taking responsibility for notifying the instructor prior to an anticipated absence. Assignments and projects due at the time of the "unexcused" absences will not be accepted beyond the due date.

VII. Textbooks:

Required – The following will provide a foundation for the family history research process.

Dollarhide, William (2007). *Getting Started in Genealogy ONLINE*.
Baltimore, MD: Genealogical Publishing Co., Inc.

and

Greenwood, Val D. (2007). *The Researcher's Guide to American Genealogy*, 3rd Edition. Baltimore, MD: Genealogical Publishing Co., Inc.

or

Powell, Kimberly (2006). *The Everything Family Tree Book*, 2nd Edition.
Avon, MA: Adams Media.

Optional:

Mills, Elizabeth Shown (2007). *Quick Sheet: Citing Online Historical Resource*. Baltimore, MD: Genealogical Publishing Co., Inc.

Supplemental readings:

The course will have a Moodle site where supplemental readings will be posted. Excerpts from books such as the following will be assigned.

Babbie, Earl (2006). *Social Science Research Methods*.
Thousand Oaks, CA: Wadsworth Publishing Inc.

Bolton, Charles Knowles (1910). *Scotch Irish Pioneers in Ulster and America*. Boston: Bacon and Brown.

Coles, Robert (1989). *The Call of Stories*. Boston: Houghton Mifflin Company.

Griffin, Patrick (2001). *The People with No Name*. Princeton, NJ: Princeton University Press.

Kennedy, Billy (2004). *Women of the Frontier*. Greenville, SC: Ambassador International.

Smolenyak, Megan Smolenyak and Ann Turner (2004). *Trace Your Roots with DNA*. USA: Rodale Inc.

Webb, James (2004). *Born Fighting*. New York: Broadway Books.

Special Resource Requirements:

It is expected that the majority of the family history research will be Internet based. However, students will not be expected to individually subscribe to any genealogical data base. Instead, the completion of student projects and assignments will rely on the genealogical resources available via IUP's State Library Network link to the library edition of Ancestry.com, Rootsweb.com and Genweb.com and/or Internet access to digitized materials from state archives, the Library of Congress, the National Archives, the Daughters of the American Revolution Library and state and local historical societies. Some students may also find Internet access through googlebooks.com to digitized copies of old books useful. The resources of the Western Pennsylvania Historical Society, the Pennsylvania Room of the Carnegie Library's Main Branch in Oakland, and the Heinz History Center library may also prove useful for students who reside in southwestern Pennsylvania and have the opportunity to travel to Pittsburgh during the semester.

Library Reserve/References:

The instructor would like to develop a library reserve/reference collection of current genealogical research books for student use based on the recommendations made by those who are leaders in the field of family history research. These books would support the access and use of Internet/digital resources.

DISTANCE EDUCATION PROPOSED SYLLABUS



LBST 499-CLIMBING YOUR FAMILY TREE **Instructor: Dr. Mary Jane Kuffner Hirt**

Middleton Oak, Middleton Plantation
Charleston, SC

Office: 102 Keith Hall Annex
e-mail: mjk@iup.edu
Telephone: 412-782-3373 (H)

Office Hours: Monday - Friday, 9-10 am

COURSE DESCRIPTION -

Kimberly Powell (2006) in *The Everything Family Tree Book* notes that 73% of adults have an interest in family history. Family history research extends genealogy research by seeking greater understanding through the development of a context for one's genealogy. In this course, the students will use social science research methods and Internet and traditional library resources to explore their ancestral roots and revisit relevant segments of American politics and history and/or the politics and history of their ancestral origins to develop a context for their family history. The course will be conducted as a seminar/workshop where students are expected to read/review the assigned materials before class. Students are encouraged to attend class on a consistent basis to benefit from the class discussion and collaborative problem solving opportunities.

COURSE OBJECTIVES -

By the end of the semester, students will:

1. use storytelling as a method for creating oral history and identifying linkages between family history and American history and government,
2. employ critical thinking to distinguish and use primary and secondary genealogical data sources, to select approaches to genealogical research, and integrate genealogical data/information with relevant aspects of American government and history,
3. exercise their imagination as a creative problem-solving tool,
4. use the process of repetitive review and examination of documents and/or data sources in their family history research,
5. select materials from available library materials and Internet digital resources to create a political and historical context for their family histories,
6. use reflective and synthetic thinking as they integrate the micro data of their family history with the macro orientation of American politics and history through reflection and assessment,
7. participate in collaborative problem solving to address challenges posed by family history research,
8. develop a family history narrative with properly documented on-line and traditional sources,
9. present and assess the results of their three projects in class discussions,
10. develop greater appreciation for and understanding of social science research methods &
11. independently complete a series of projects which will form the foundation for a lifelong learning opportunity.

REQUIRED TEXTS - All books should be available as used books.

Dollarhide, William (2006). *Getting Started in Genealogy ONLINE*. Baltimore, MD: Genealogical Publishing Company. ISBN 0-8063-1770-1

Kennedy, Billy (2004). *Women of the Frontier*. Greenville, SC: Ambassador International. ISBN 1-932307-02-8

Lynch, Daniel M. (2008). *Google Your Family Tree. Unlock the Hidden Power of Google*. Provo, Utah: FamilyLink.com, Inc. ISBN 978-0-9820737-1-1

Morgan, George G. (2009). *Genealogy*, 2nd Edition. NY: McGraw-Hill. ISBN 978-0-07-162534-0

Wells, Spencer (2006). *Deep Ancestry*. Washington, DC: National Geographic Society. ISBN 0-7922-6215-8

Ancestry.com - Students will be working with the data bases available through Ancestry.com to search for historical records. A two-week, free subscription is available for your use. The monthly cost of an individual membership is \$19.95. Membership can be discontinued at any time. Students should plan to subscribe for one month. Students should not initiate a free trial or subscription until the instructor provides an overview of the expectations associated with the use of Ancestry.com and instructs students to begin use of Ancestry.com.

LIBRARY RESERVE - Research and Presentation Resources

For students who have access to the Stapleton Library, books will be placed on library reserve. The books may help you find a source, solve a problem or give you ideas about how you can organize and present your family history. These books are researched and written by well-respected, professional family historians/genealogists. You are encouraged to use them throughout the semester. For students who do not have access to Stapleton Library, you may want to visit your local or regional library to determine whether/which family history books are available for your reference. Many community libraries have developed small family history collections for use by local patrons.

The following books are available at the Stapleton Library:

Best, Laura (2005). *Scrapbooking Your Family History*. NY: Sterling/Chappelle. ISBN 978-1402751820

Carmack, Sharon Debartolo (1999). *Organizing Your Family History Search*. Cincinnati, OH: Betterway Books. ISBN 978-1558705111

Clifford, Karen (2001). *The Complete Beginner's Guide to Genealogy, the Internet, and Your Genealogy Computer Program*. Baltimore, MD: Genealogical Publishing Company. ISBN 978-0806316369

Dollaride, William (2001). *Grow a Family Tree: Seven Simple Steps*. Heritage Quest. ISBN 978-0944931929

Everton, George. F. (2002). *The Handybook for Genealogists: United States of America*, 10th Edition. Everton Publishers. ISBN 978-1932088007

Griffin, Patrick (2001). *The People With No Name*. Princeton, NJ: Princeton University Press. ISBN 978-0691074627

Herber, Mark D. (2002). *Ancestral Trails, The Complete Guide to British Genealogy and Family History*, 2nd Edition. Baltimore, MD: Genealogical Publishing Co. ISBN 978-0806317717

Mills, Elizabeth Shown (2001). *Professional Genealogy: A Manual for Researchers, Writers, Editors, Lecturers and Librarians*. Baltimore, MD: Genealogical Publishing Co., Inc. 978-0806316482

Rising, Martha Hoffman (2005). *The Family Tree Problem Solver*. Cincinnati, OH: Family Tree Books. ISBN 978-1558706859

Smolenyak, Megan Smolenyak (2004). *Trace Your Roots With DNA*. Rodale. ISBN 978-1594860065

Sykes, Brian (2001). *The Seven Daughters of Eve*. NY: W.W. Norton Company. ISBN 978-0393323146

Webb, Jim (2004). *Born Fighting How the Scots-Irish Shaped America*. NY: Broadway Books. ISBN 978-0767916899

Wells, Spencer (2006). *Deep Ancestry*. Washington, DC: National Geographic Society. ISBN 978-1426201189

MATERIALS AND SUPPLIES -

Students should consider acquiring the following items for this course:

- Notebook
- Folder with pockets to store handouts and copies of records/data/information
- Post-it Notes to mark pages you wish to photocopy
- Portable, reusable storage device for data storage

EVALUATION METHODS -

1. **Oral History Interviews** – Students will be responsible for completing two interviews with family members to gather data about their ancestors. Students will develop questionnaires for use during the interviews and submit written reports of their interviews as well as record any questions raised during or as a consequence of the interviews which could be investigated by further research. The due date for this assignment is after spring break. Students will participate in discussion forums about the results of the oral history interviews. (20% of final grade)
2. **Integration Project: Family History – American Government & History** - The principal project for the course will be the development of a portfolio that presents the results of the student's genealogical research within a larger context of American politics and history. Students will be expected to prepare a research plan for their project early in the semester for the instructor's review and approval. The context is expected to vary from student to student

depending on when the student's ancestors arrived in America. The student and instructor will jointly determine the time frame for the family history context. The project is expected to be completed over the course of the semester in tandem with class readings and discussions. Blurb Booksmart software will be used to organize your family history findings and write your family history narrative. (www.blurb.com) The software is free. The project can be printed when finished as a .pdf file or Booksmart will print it for a small fee. (40% of final grade)

3. **Mid-Semester Exam** – The mid-term exam will consist of questions related to the application of the processes covered in the readings and class discussions during the first half of the semester. (20% of final grade)
4. **Final Exam and Reflective Essay** – During final exam week, all students will write a reflective essay about their success in attaining the course objectives and complete a final exam. The exam will consist of questions related to the application of the processes covered in the readings and class discussions during the second half of the semester. (15% of final grade)
5. **Discussion Forum Participation** – To have a meaningful learning experience, students are expected to prepare for and participate in weekly discussion forums as well as contribute both questions and comments the discussions. **To facilitate discussion, students may be expected to complete exercises and assignments.** (5% of final grade)

Additional Credit - Family History Library Submission - The Family History Library in Salt Lake City, Utah has the largest on-line genealogical data base (www.familysearch.org) in the world. It contains data and information from US and international sources . The library encourages the submission of family history data/information to its archives. To earn extra credit, students will be responsible for searching the records of The Family History Library to determine if any of the data they have found is not included in the library's digital archives. The goal will be to have students post/contribute to the archives for the family they have researched. (+3% towards final grade)

On-line Discussion Guidelines:

In our virtual classroom, I see myself as a facilitator of the learning process. My intent is to create a productive learning environment where we can examine old and explore new perspectives and ideas. In a traditional face-to-face classroom, students frequently look to the instructor to provide most of the "content" for the course. An online course though operates differently. It is a collaborative, interactive activity between the student and instructor.

The subject matter for this course is family history. We will use two textbooks for the reading assignments and basic discussions. Beyond the resources I have specifically selected for this course, we will have access to those available via the Internet as well as the materials which are available electronically through the university's library network. To further enhance our understanding of the theoretical and academic discussions of family history, I am hoping that we can all draw on our own life experiences related to living within a community and in all likelihood a metro area .

For this semester, you will have a specific reading assignment each week. The readings should be completed by the beginning of the week to permit you to be actively involved in the week's discussion. Over the course of the week, I will post a series of questions or direct you to a case study or example to generate class discussion. Each student will be expected to substantively participate in the discussion three – four times per week. I will monitor the discussion at various intervals to answer questions, make clarifying comments --- to essentially make sure that the class is "on-track, " and assess whether all of the students are participating.

Your active participation is vital! Each of you will contribute to the teaching and, ultimately, the learning which occurs in this class. You can best prepare for your part of the discussion by (1) making notes as you read of your questions and observations about the material and (2) by thinking about the readings and how they relate to your past –good and bad -- experiences. You should set aside time three – four times per week to access the discussion, contemplate the ideas and thoughts your classmates and I have presented, and provide thoughtfully crafted reactions and responses to us.

Specifically, in terms of learning, I have indicated a series of objectives for this course. (See "Course Objectives.") My expectation is that our discussion will support all of the objectives and by the end of the course, you will have a greater understanding of the issues, problems and opportunities posed by metro areas. Overall, you will be most successful in this course if you take responsibility for your own learning, apply yourself to the course requirements, and give me feedback on how the course is working for you. If you are not making progress toward the course objectives, I would like to know so that I can help - sooner rather than later. Basically, each of us needs to be an active participant in our weekly online discussions in order to promote not only our own learning, but that of our fellow learners on this journey of exploration. The following are guidelines for your weekly online participation:

- √ Read all messages posted in a timely manner (i.e., within 2 or 3 days)
- √ Respond in a substantive manner to an opening post (from me) AND/OR respond in a substantive manner to a classmate's post AND/OR move the discussion forward by asking a question or making a connection to one or more relevant issues (submit 3 or 4 such posts each week)
- √ Remain an active participant who is engaged throughout each week's discussion. In other words, avoid the following:

You are encouraged to:

- avoid making all of your posts at the beginning of the week (this is equivalent to tuning out or leaving class early),
- responding only to me (ignoring your classmates' opinions)
- only proffering your opinions (not listening to what others are saying)
- advocating for your ideas without occasionally inquiring about others' thoughts and views, and
- making all of your posts at the end of the week (the equivalent of coming to class late)

In addition to the above guidelines, there will be times when you will be asked to present a "case" or begin a "thread" - in other words, when YOU will kick off the class discussion. This is another way in which I encourage your active participation in leading our online learning community.

Because your online participation is an important part of making the course a meaningful learning experience for everyone, I've made it worth a substantial portion of your final course grade. I will award points each week for your online participation. .

During the first two (2) weeks of the semester, if you are not earning at least 70 % of the points allocated for online participation, I will send you an e-mail with a brief explanation or reminder. After the first three (3) weeks, I will assume you are aware what the guidelines are for online participation, so I will not continue sending feedback via e-mail. If you desire feedback about your online participation, want to inquire why you received less than the maximum number of points, or feel I may have made a mistake and want me to reconsider your points for a given week, please let me know by e-mail. I will be happy to take another look at your participation for the given week.

Defining the discussion "week:"

We will define our discussion week by using the calendar for the semester. The first week will be a getting acquainted and introduction to the course week. From that point on, the discussion week will begin on Sunday and end on Saturday. Every Sunday, we will begin a new set of discussion threads. I will let you know when/if a discussion week is extended. At that time, you will be able to post discussion beyond the Saturday deadline.

I also recognize that you have certain times when you are especially busy, or are traveling, and cannot post for 2 or 3 days in a row. Do let me know in advance if you anticipate being "offline" occasionally, and I will take that into consideration when awarding points. Where I see good faith efforts to stay active and engaged with class discussion, I will always give you benefit of doubt in awarding points in your favor.

Sample Discussion Posts -

The following sample messages illustrate four different degrees of "substance" for your posts. (Examples are generic and not intended to reflect discussion specific to the course.)

Minimum substance

Hello: I disagree with the statement that people don't share information. This is agency specific. Does anyone else disagree?

(Comment: no substantive content, no critical thinking, and no significant contribution to the discussion. It is helpful that the student has spoken up and expressed an opinion. It is okay to post messages like this, but do be aware that you will get less out of the course, and you will give little to others, if ALL your messages fall in this pattern.)

Moderate substance

Hi folks: I agree with the statement that people don't volunteer information. We implemented this new system in my agency and people are reluctant to use it because of internal competition between functional departments. It doesn't make too much sense since we are all working toward a common goal and it's driving the senior management crazy. They formed a team to deal with this information.

(Comment: this posting uses information from the readings but doesn't offer evidence of critical thinking in synthesizing the information from the readings with the real life situation. There's a little substance here, but it still falls mostly in the category of "personal opinion and experience" that is not linked explicitly to course concepts.)

More substance

Davenport argues that "managers prefer to get information from people rather than computers" (122). His argument is founded on the assumption that humans can add context and interpret information that they receive. I have found, however, that my manager prefers to get information from me AND from the computer. While occasionally he asks me to interpret my reports, he really appreciates the fact that all of my reports are readily available online so that he can view them at any time. I only add context and interpret those reports once every month (or more frequently if the information in the report looks odd). I think that the medium for report delivery, therefore, cannot be generalized by a single statement but depends greatly on the manager's preferences and report structure.

(Comment: This posting uses the case study material to challenge some common assumptions. It provides evidence of critical thinking and applies the theory to the workplace. The student cites personal experience and observation, links it to the text, and questions whether the theory holds true in every situation.)

Maximum substance This case study states that "managers prefer to get information from people rather than computers" (Davenport, 122). The reasoning behind this

statement is the assumption that humans can add value to a report by adding context and interpreting it. For example, Giant Eagle's district manager might not immediately understand why the sale of beef is significantly down only in one store in the district. The store manager might find it necessary to explain it to the district manager as the customers' reaction to the recent E. coli outbreak in the local nursing home.

However, I find that my manager prefers to get the information from me and from the computer. He is a devoted manager who works late and appreciates the option of having all reports readily available online. He only asks me to interpret those reports occasionally (about once a month) or when the information in the report looks odd. Thus, while I can provide context to those reports, the computer can provide convenience.

It may be, however, that the preference for a certain delivery medium is manager specific. Does anyone report to a manager who doesn't want to get computer reports despite the convenience computers can provide?

(Comment: this posting synthesizes the case study material, explains it, and applies it to a real life situation. It shows evidence of critical thinking and facilitates further discussion of the issue. The question at the end helps move the discussion forward. It shows good writing skills despite a few typos.)

Writing Guidelines:

Critical thinking, practice and writing are mutually reinforcing activities for this course. All students are encouraged to review the following guidelines before drafting your papers and projects. Using them as a pre-submission check list should help to strengthen your ability to communicate what you have learned as we move through the session.

1. Do you have an introduction? Does it clearly describe the context of your paper?
2. Is your paper logically organized? Does it flow well? Have you used headings and sub-headings, as appropriate, to direct your reader's attention?
3. Are your paragraphs well developed? Have you presented evidence to support your ideas?
4. Have you incorporated information from other sources without overly relying on direct quotes? Will your reader clearly hear your own "voice" in your paper?
5. Have you clearly discussed or referenced course concepts from the textbooks and other articles and have you integrated these concepts with your leadership experiences?
6. Do you show evidence of critical thinking (i.e., questioning of assumptions, describing new alternatives, exploration of other perspectives)?
7. Does your summary pull together the main points of your paper?
8. Is your paper grammatically correct? (If available, to use your grammar checking

- software?)
9. Is your paper free from punctuation and spelling errors? (Did you run your spell check?)
 10. Have you used MLA or APA style consistently?
 11. Do you have a Works Cited (MLA) or References (APA) page at the end of your paper?

VIII. Other Information - MOODLE

Emergency provisions and back-ups: The convenience and flexibility of distance education carries with it the hazards of technological failure. The following is a plan for dealing with such failures as they occur. NOTE: Indiana University of Pennsylvania does not provide computers for this course or house-call assistance. It is each student's obligation to have access to the minimum computer configuration in order to take this course. That minimal configuration is a computer capable of running either Netscape 4.0 or Internet Explorer 4.0 browsers or higher, a 28.8 bps or higher modem, and enough available hard disk space to download necessary plug-in software such as Adobe Acrobat Reader, Real Player, Shockwave or Flash.

1. Should the Moodle software or server be unavailable for more than 12 hours, I will e-mail all students with a notification and readings. The original course homepage (<http://www.iup.edu/politicalscience/courses/ps101/>) will serve as a backup site.

2. Although students should use the dedicated e-mail of Moodle in normal circumstances, each student should also have a backup e-mail address that is available from their location (i.e., Hotmail, Yahoo Mail, etc.) to send and receive assignments. Students can use their university e-mail accounts through <http://webmail.iup.edu>, a web-based interface for the university e-mail system.

3. All students should have a backup plan for a computer failure, such as computers available in local libraries, other SSHE universities, at local copy shops or other locations as a temporary measure.

4. All students MUST test their computer as soon as possible to verify that it is capable of interacting with Moodle, sending and receiving e-mail, and reading PDF (Adobe Acrobat Reader) documents.

5. Emergency contact numbers:

University Student Help desk: (724) 357-2198. Useful for general computing questions, network system notices, etc. Website with FAQ: <http://www.iup.edu/ats/sts/>

Instructional Design Center: (724) 357- 7636. The host site for Moodle. Website with online Moodle help: <http://www.iup.edu/idc/>

GRADING SCALE -

93 - 100 = A

83 - 92 = B

73 - 82 = C

63 - 72 = D

Below 63 = F

CLASS PARTICIPATION/STUDENT RESPONSIBILITIES - Regular class participation is expected and encouraged. To gain the most benefit from the course students are expected to prepare for class by completing readings, assignments and projects on a timely basis. (The course outline distributed at the beginning of class will clearly indicate all project and assignment due dates.) Assignments and projects will not be accepted beyond the due date.

ACADEMIC INTEGRITY POLICY -

Students should be familiar with and ready to comply with the standards and procedures associated of the university's academic integrity policy. The full text of the policy may be found at:

http://search.www.iup.edu/search?q=ACADEMIC+INTEGRITY+POLICY&entqr=0&output=xml_no_dtd&sort=date%3AD%3AL%3Ad1&entsp=a&ud=1&oe=UTF-8&ie=UTF-8&proxystylesheet=IUP&site=IUP&client=IUP

TOPICS AND READING ASSIGNMENTS (SUBJECT TO CHANGE AT DISCRETION OF THE INSTRUCTOR.)		
Session	Topic	Reading

**TOPICS AND READING ASSIGNMENTS
(SUBJECT TO CHANGE AT DISCRETION OF THE INSTRUCTOR.)**

<p>Week 1 -</p>	<p>Course Overview:</p> <ul style="list-style-type: none"> - Why study family history? - What is the relationship between family history research and American government and history? - How do social science research methods lend to the investigation and integration of family history, American government and history? - What is the role of curiosity and imagination? - What is the role of thinking critically and synthetically? - Why practice look, look, and look again? - What is the value of collaborative problem-solving? - Books as guides to understanding the content and process of family history research - National Geographic Genographic Project <p><i>They Came to America - Finding Your Immigrant Ancestors</i></p> <p>Student Impressions - What do you know and understand about your ancestry? How do we cultivate your interest and enthusiasm?</p>	<p>Morgan, Chapter 1 Lynch, Appendix A Handouts - Articles from the <i>Pittsburgh Post Gazette</i></p> <p>PBS Video: <i>They Came to America</i></p>
<p>Week 2</p>	<p>Traditional versus Electronic Research</p> <p>Storytelling and Interviewing</p>	<p>Morgan, Ch. 2</p> <p>Coles, <i>The Call of Stories</i> (posted on Moodle)</p>
<p>Week 3</p>	<p>Organize and Create Your Family Tree</p>	<p>Morgan, Chapter 3</p>
<p>Week 4</p>	<p>Creating Context for Your Ancestors by Locating Vital Records</p>	<p>Morgan, Chapter 4</p>

TOPICS AND READING ASSIGNMENTS
(SUBJECT TO CHANGE AT DISCRETION OF THE INSTRUCTOR.)

Week 5	Using the Internet as a Research Tool	Lynch, Chapters. 1, 2, 12, 13, & 14 Morgan, Chapters 10, 11, 14, & 15 Dollaride - <i>Getting Started in Genealogy ONLINE</i> All Blurb.com
Week 6	STUDENT DISCUSSION - <i>Women of the Frontier</i> (Students will be assigned discussion chapters.)	Kennedy - All
Week 7	MID-TERM EXAM	
	SPRING BREAK	
Week 8	Project Due - Oral History Interviews Discussion Forum - Results of Oral History Interviews	
Week 9	Census, Military, Land/Property, Immigration/Naturalization Records	Morgan, Chapters 5, 6, 7, 8 & 9
Week 10	Migration Patterns (GOOGLE Map/GOOGLE Earth)	Lynch, Chapters 10 & 11
Week 11	Developing the Context for Your Family History Project - Library Orientation	
Week 12	Uncovering Your Genetic Roots The National Geographic Genographic Project Student Led Discussion Groups - <i>Deep Ancestry</i> Discussion: Student Results - National Geographic Genographic Project	Wells, <i>Deep Ancestry</i> Morgan, Chapter 12 Video: National Geographic: <i>The Genographic Project</i> or <i>The Human Family Tree</i>

TOPICS AND READING ASSIGNMENTS (SUBJECT TO CHANGE AT DISCRETION OF THE INSTRUCTOR.)		
Week 13	Problem Solving – Examining/Assessing the Evidence Organizing and Evaluating Research Findings Integration: Assembling the Genealogical Pieces & Building a Political and Historical Context	Morgan, Chapter 13 Lynch, Chapters 3, 4, 5, 6, 7, 8, 9, Appendices B, C & E
Week 14	Due: Family History Projects Discussion: Sharing Your Family History Projects	
Week 15	Final Exam & Reflective Essay	

SAMPLE LESSON - FIRST WEEK OF THE SEMESTER

This course is discussion and writing intensive. Students are expected to be active participants in on-line discussions. Throughout the semester, the instructor will facilitate/foster discussion by posting materials to demonstrate/illustrate the content covered in the texts and resources. The plan for the first week is ambitious. **Given past experience, the instructor would closely monitor the activity and any difficulties encountered by the students during the first week (access to textbooks, the video, Moodle, etc.) and make adjustments to the length of time discussion forums should be open or the assignment is due, as necessary and appropriate.**

Screen prints from my Moodle development module are presented to illustrate the first week of the course.

News Items posted by the instructor during the first week would include the following:

- The instructor would post her welcome letter and encourage the students to introduce themselves via an individual post in the discussion forum.
- The instructor would post a message to encourage all students to review the course syllabus which is accessed via a link in the first week's activity block.
- The instructor would post a reinforcing note about the expectation for students to actively participate in the weekly discussions and meet deadlines for submission of assignments, exams and projects. The weekly grade for participations would also be discussed.
- A note about logging onto Moodle would also be posted in the news area to remind students not to save the login to avoid being shut out of Moodle.

First Week General Discussion Forum - The instructor would start discussion threads for the following topics:

- **Introductions** - Students would be asked to post a brief introduction with their name, location and major and to tell something interesting or memorable about themselves.
- **Syllabus Questions/Comments** - Students would be encouraged to post questions and comments about the syllabus. This will give the instructor an opportunity to address concerns about the requirements early in the semester.
- **Concerns about completing the course** - Students will be asked to post questions and comments about their concerns related to the course. This will allow others with distance ed experience to provide suggestions and ideas as well as the instructor to respond.

First Week Activity -

An introductory discussion will be posted by the instructor to orient the students to the terms synthesis and critical thinking and how family history research which relies on

social science research processes/methods will be used to integrate their personal data and information with historical and political context.

Links to three files, two newspaper articles and a video, will be provided for the students during the first week.

- Video - "Coming to America," a PBS program lasting 61 minutes, will be used to introduce the student to the content of the synthesis course. The video relies on interviews with people who migrated or whose ancestors migrated to the United States during the late 19th and 20th Centuries. The interviews are structured to reflect what motivated people to migrate to America, their experiences leaving their homelands, the trip to America, challenges associated with assimilating once in the US, their goals and expectations for life in the US, and the success and satisfaction attained over the years since migrating. Throughout the video, historical photos and film are used to depict and reinforce the immigrants statements and comments. Discussion about the video will focus on the immigrants and the historical and political circumstances under which they migrated. Concepts and terminology such as naturalization, deportation, assimilation, American ambivalence, persecution, etc., that will be revisited as the students conduct research on their family histories will be reviewed. Reactions to the video will also be sought to gauge the student understanding of the range of motivation for migration to America over time.
- News articles - Two articles from the *Pittsburgh Post Gazette* will be used to demonstrate how two individuals over the last year sought and found information and understanding about their family members. In addition, the articles will be used to demonstrate how a story can be built from the data and information gathered about one's ancestors. The two articles from the *Pittsburgh Post Gazette* are presented below.

Assignment module - Students are expected by the end of the first week to draft an essay and submit it through the assignments link to address the following questions:

- What do you know about your ancestors?
- Is there a part of your family ancestry you would like to explore?
- Has anyone in your family done genealogical or family history research?

NEWSPAPER ARTICLES -

Saturday Diary: Where do I fit? I'm consulting my ancestors

Saturday, October 18, 2008

By Megan Barrow, Pittsburgh Post-Gazette

A few weeks ago, I joined a genealogy Web site. I've started to wade through the records to put together a family history book for my parents. The aim is not an Alex Haley-style opus -- just a scrapbook, maybe, with a family tree and copies of some documents that I've found.

I started this project in part because it would make a good Christmas gift, but on a deeper level, I wanted to find a sense of belonging and place. I wanted to examine why the people before me decided where to go and what to do.

Maybe, at age 22, I'm projecting my search for identity onto a larger stage. But I see my peers here in Pittsburgh and back at home constantly asking themselves where they go from here. At a time when the country is seeking a balance between hindsight and foresight (and oversight), I feel compelled to glance over my shoulder as I continue forward.

My Louisiana-based family is particularly extended, especially post-Katrina, and a genealogical search is a good way for any family to learn its stories and bind its members more closely. And there's always that one person with all the pictures in a shoebox who's been planning to make a scrapbook for 10 years or so.

Diligence and patience are a must, especially in a black family's search: Records before the mid-1800s seldom chronicled African-American names or identities; oral history is more prominent than the written word; name spellings and ages can be inconsistent. In one branch of my family, relatives have Creole and English name variants, making census searches almost maddening and, like any good Catholic bunch, half the women are named Marie or Mary. But persistence pays.

Of the four family lines extending back from each of my grandparents, three have been in the United States for as long as anyone knows. But because we never knew where most of our ancestors came from, not to mention that most of them came here involuntarily, the claim of European or Asian Americans that "we are all immigrants" used to ring hollow to me.

Being descended from a distinct immigrant group that chose to come here in search of

opportunity seems to lend a clear sense of identity to many Americans and a sense of national ownership. But with my polyglot and varied African-American background ... well, as recently as this summer a friend seemed a little surprised that I didn't know whether I was "French, or Irish or whatever."

Many Americans can look at their past and enjoy a sense of opportunity inherent in their ancestors' mobility. My ancestors, once arrived, remained entrenched until recently in just a few black communities, which can be internally stifling, not to mention externally stigmatized.

But when I pore over the family records, looking at names and the boxes marking whether someone could read or write, or whether my great-grandfather was a bigamist or a communist (neither, it turns out), I feel a stronger sense of ownership of the small area my ancestors did occupy, even though, in reality, my forebears owned little to nothing in the traditional sense.

Of course, their lack of movement does nothing to dispel the myth that all Southerners are related. When a quarter of the town has the same last name, it's tough to distinguish family lines -- but that's more a symptom of small-town farm life everywhere than the characteristic of a specific area.

My sister recalls visiting our relatives in central Louisiana when she was a teenager. When she would point out a cute boy, the response almost invariably was, "Oh, no. That's your cousin." But hey, I'm told there are longstanding extended families on Mount Washington, too, where I live now.

Time moves forward, as it insists on doing, and I will continue to mine old documents to build a more concrete story of my family before more of the past is lost.

It is especially satisfying when the past surprises you about the present. For instance, I recently found the port log of the United Fruit Co. ship that my great-grandfather arrived on from Belize, which was then the colony of British Honduras. Several records show that the country's current prime minister, the first black citizen to hold the position, is related to him and therefore a part of our family.

You never know what you'll uncover when you dig into your family's past. Build a story; make a book.

Megan Barrow is a Post-Gazette copy editor (mbarrow@post-gazette.com, 412 263-1621). First published on October 18, 2008 at 12:00 am

Forum: Meeting my grandfather

I Googled him and found a Pittsburgh motorman who died in good health, writes journalist MARK HOLAN

Sunday, January 04, 2009

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ginia Iron them," her daughter said. and

Motorman Dies in Car bec
Motorman William Diggin, sai
about 50, of Johnson avenue, of
Hazelwood, died of a heart attack, Co
yesterday morning a few minutes S
after he stopped his trolley at S
Third avenue and Ferry street, S
according to a report to the cor- a
oner. Traffic was tied up for nearly sl
15 minutes. ret

"She of the Quilting Guild of Mt.
you that Calvary Lutheran Church and chi



Photo courtesy of Mark Holan

William Diggin in a photo probably taken around the time of his marriage in 1924. In the obit below, his name was misspelled and his age was wrong.

My mother said there were no stories in the newspapers when her father died in December 1941. He was just a common man, she said.

I had no reason to doubt her.

But I couldn't resist checking when a few months ago I learned that dozens of newspaper archives are available through Google. Within minutes I was scanning 67-year-old pages of the Post-Gazette from my home in Tampa.

And there it was: "Motorman Dies In Car."

The 45-word brief was near the bottom of an inside page. It reported that motorman William Diggin died of a heart attack the previous day after stopping his trolley at the corner of Third Avenue and Ferry (now Stanwix) Street, near the entrance of St. Mary of Mercy Church.

"Traffic was tied up for nearly 15 minutes," the story said.

The brief was tucked amid bold headlines about the expanding world war and news that Joe DiMaggio was athlete of the year for his 56-game hitting streak that summer.

An archive search through Carnegie Library revealed similar same-day stories about my grandfather in the afternoon Pittsburgh Press and Pittsburgh Sun-Telegraph, which are not available online.

Who could blame my mother for not noticing the coverage? She was 11 at the time, one of six daughters. Her father's death was 10 days after Pearl Harbor and eight days before Christmas.

"We thought the world was coming to an end," she said.

My heart sank a little reading the brief because as a reporter I've written dozens of similar items about the abrupt public deaths of men and women not usually in the news. Get a few details in the paper, but keep it short.

You always know there's more to people's lives than the circumstances of their death.

My grandfather died a month before his 48th birthday and nearly 18 years before I was born. I never thought much about him growing up. But finding the clips inspired me to learn more about the man.

I tracked down records of his 1894 birth in Ireland and his 1913 immigration to Pittsburgh. I found his naturalization papers from 1922 and his marriage record from 1924. I got details of the house he bought in 1925 for \$13,000 and paid off in 1936.

I obtained the police and coroner's reports of his death. I learned his uniform badge number and the number of the trolley car he was operating.

My grandfather's younger brother wrote in a statement for the coroner that William had "been in good health all his life and had never complained of any illness." He wrote that William recently had been examined by a Pittsburgh Railways Co. doctor and was "pronounced in good health."

The Roman Catholic Diocese of Pittsburgh supplied a sacramental record that confirmed a family story that a priest administered last rites in front of St. Mary's Church. A notation said "suddenly."

I reviewed the Pittsburgh Railways archives at the University of Pittsburgh and visited the Pennsylvania Trolley Museum. Neither had anything specific about my grandfather, but I did learn more about the company he worked for. I also stepped aboard a restored version of the 1920s-era trolley of his last trip.

My mother and her four surviving sisters said their father was a quiet man who let his

wife be the family disciplinarian. He helped the girls with their school work and took them for walks along Second Avenue in Hazelwood, then a bustling strip.

I wanted to hear William Diggin's voice. What had he done for work his first years in America? What were his views on Irish independence and the partition of the island? What did he think of FDR's efforts to deal with the economic woes of the day?

I asked family members in Pittsburgh and relatives Ireland to check for letters or diaries. There seemed to be none.

I visited my grandfather's grave at Calvary Cemetery. I was struck by the 42-year gap between his death and the passing of his wife; the grandmother whose Irish brogue and laughter I had enjoyed.

On a cold December morning I re-traced the old 57 Glenwood trolley route from Hazelwood. "Pittsburgh Railways Company" remains etched on the red-brick former car barn on Second Avenue, now a senior center. I drove toward town, past vacant land that once was the Jones & Laughlin mill.

At the bottom of Third, I visited St. Mary's Church, the only building still in place from 1941. Outside, people were rushing in the chill. Inside, I lit a votive candle in remembrance of William Diggin.

I had found most records of my grandfather at my finger tips or through easy requests. I had covered some of the same ground as him and talked with his daughters. Like most genealogy, it made for an interesting project; but it was no substitute for the opportunity to meet the man.

That's something Google can't arrange.

Mark Holan is a freelance journalist who lives in Tampa (newsmark@hotmail.com).
First published on January 4, 2009 at 12:00 am

Weekly outline

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First Week -- Getting Started: The Course and Moodle

Students are encouraged to review all news items and the syllabus course, introduce themselves and post comments to the forums for the week.

Complete Week 1 readings.



- [News forum](#) →

Add a resource...

Add an activity...

•



19 January - 25 January

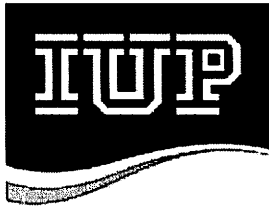


- [Middleton Oak Charleston SC file](#) →
- [Syllabus text file](#) →
- [Student Introductions Forum](#) →
- [SYLLABUS - PLEASE REVIEW & POST QUESTIONS/COMMENTS Forum](#) →
- [Meeting my grandfather Word document](#) →
- [Saturday diary Word document](#) →
- [Video - "Coming to America" file](#) →
- [Forum 1 - Middleton Oak and Family History](#) →
- [Forum 2 - "Coming to America"](#) →
- [What do you know about your ancestors? Assignment](#) →
- [Forum 3 - News Articles](#) →



Add a resource...





Indiana University of Pennsylvania

Moodle

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Next activity ►

- [IUP Moodle Documentation](#)
- [Moodle Product Documentation](#)
- [Contact the IUP IT Support Center](#)

You are here

- moodle.iup.edu
- / ► [mjk-dev-LBST499FT](#)
- / ► [Forums](#)
- / ► [News forum](#)
- / ► [Welcome to LBST 499 - Climbing Your Family Tree](#)



Welcome to LBST 499 - Climbing Your Family Tree
 by [Mary Jane Kuffner Hirt](#) - Monday, 15 March 2010, 08:32 AM

Welcome to LBST 499 - Climbing Your Family Tree

Hello, Everyone,

Welcome to "Climbing Your Family Tree." I am looking forward to having you participate in this on-line class during the (fall/spring/summer) 20XX. I hope you will take a few minutes to introduce yourself to me as well as the rest of those who have enrolled in the

course.

I live in Harmar Township (about 10 miles from the City of Pittsburgh on the northern side of the Allegheny River) and have been a faculty member in the Political Science Department since IUP full-time since 1992. I grew up in Western Pennsylvania and have a Ph.D. in public administration from the University of Pittsburgh's Graduate School of Public and International Affairs. At IUP, I teach courses in state & local government, public administration, financial management, budgeting and research methods. I have prior experience as a city manager and local government administrator for county and regional organizations in southwestern Pennsylvania.

While over the last six years, I have taught distance education courses in ethics and leadership and metropolitan problems, this is the first time LBST 499 - Climbing Your Family Tree has been offered on-line. As an upper level course, the class will be discussion intensive and will encourage students to be curious and practice their critical thinking and writing skills. It will rely on history, political science and social science research methods to facilitate the development of your family history. The books and resource materials have been selected to serve as a solid foundation for our discussions. All students are encouraged to be active and consistent participants. Course activities will be structured to foster discussion through the week.

I am anxious to get started with the readings, projects and discussions and look forward to hearing from you.

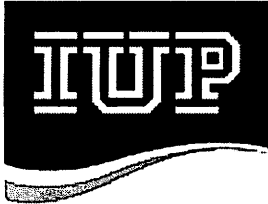
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by [Mary Jane Kuffner Hirt](#) - Monday, 15 March 2010, 08:56 AM

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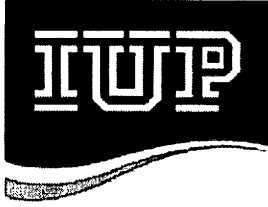
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by [Mary Jane Kuffner Hirt](#) - Monday, 15 March 2010, 08:37 AM

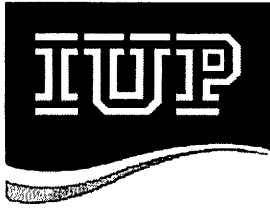
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All students are encouraged to post an introduction for the rest of class. Tell us who you are, what you prefer to be called, your major, and where you are located. Tell us something about yourself that will help us get to know you. Post your intro to this forum. All students have the opportunity to post once to this forum. If you would like, include a greeting to your fellow students as part of your introduction.

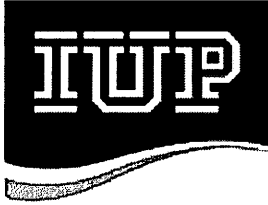
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All students are encouraged to review the course syllabus during the first week of the semester. Post questions and comments about LBST 499 - Climbing Your Family Tree in this discussion forum.

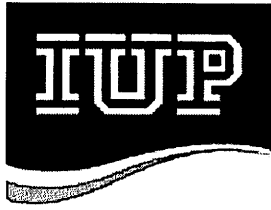
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The Middleton Oak is believed to be about 500 years old and the oldest oak tree in the eastern part if not all of the United States. It is located at Middleton Place near Charleston SC. Henry Middleton who owned Middleton Place was the President of the first Continental Congress. The tree is 104' in diameter and 118' feet wide at its crown. There is a link to a picture of the tree is the first item posted for this week's class. Think about the Middleton Oak and its one time owner, Henry Middleton. Why might we start our family history discussions be focusing on the

tree and its owner? What relevance might the Middleton Oak have as we begin our study of family history? What link is there between the owner of Middleton Place, Henry Middleton, and the history of the United States?

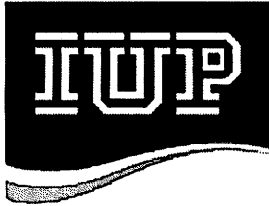
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· Video - "Coming to America," a PBS program lasting 61 minutes, will introduce to the content of the synthesis course. The video relies on interviews with people who migrated or whose ancestors migrated to the United States during the late 19th and 20th Centuries. The interviews are structured to reflect what motivated people to migrate to America, their experiences leaving their homelands, the trip to America, challenges associated with assimilating once in the US, their goals and expectations for life in the US, and the success and satisfaction

attained over the years since migrating. Throughout the video, historical photos and film are used to depict and reinforce the immigrants' statements and comments.

Once you have watched this video, post your responses to the following questions to this forum?

What historical and political circumstances motivated the people in the video to migrate to America?

Which of the immigrants in the video told the most compelling story?

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Read "Saturday Diary: Where do I fit? I'm consulting my ancestors" and "Forum: Meeting my grandfather." Links to both are in Week 1.

Post comments and discussion in response to the following questions:

What data/information did the author find about their ancestors?

What sources did the authors use to find the data/information?

How well did the authors weave the data/information to tell their stories?

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No attempts have been made on this assignment

Draft an essay which answers the following questions. Submit it using this assignment link. The assignment is due by 11:00 pm the second Tuesday of the semester.

- What do you know about your ancestors?
- Is there a part of your family ancestry you would like to explore?
- Has anyone in your family done genealogical or family history research?

Available from: Monday, 15 March 2010, 10:45 AM

Due date: Monday, 22 March 2010, 10:45 AM

Submission draft

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Final submission for assignment marking

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