

Connor Caromile  
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IST 605 Reference and Information Literacy Services  
Reference Scenario Assignment

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## Part A: Tailored Scenario

Scenario 6: A student in [major] is completing a [capstone paper, honors thesis, dissertation] on [topic]. His/her task is to develop a literature review of resources that would ground a research project on that topic.

A student majoring in History with a concentration in American History is completing a large research paper for the required history classes Research and Writing. The Research & Writing class is designed to be taken roughly halfway through your undergraduate degree and gives you the tools for conducting higher level research and writing skills that will be used in harder future courses. The class was told that there are no restrictions on the topic for this paper and they can choose anything they are passionate about. The topic this student has decided to go with is “maritime history in New England”. For this project the students are required to use both online sources such as peer reviewed articles, new papers, journals, books, etc.... They are also required to use library resources and find physical books and explore options in the library. Like many of the students in the Research & Writing class this will be his first-time using library resources on a research paper.

## Part B: User Description

### Who is the User?

The user I have chosen is a 21-year-old junior in college working on a Bachelor of Arts in history. He is a natural-born American as well as English speaking and does not speak any other language. The student is on his first semester of his junior year and is taking one of the capstone histories courses Historical Research & Writing. Up until now he hasn't taken any courses involving intensive research and this is the class designed to show you how to conduct historical research before moving into the more intensive courses within the history major program, it also requires the students to use library resources when conducting research.

So far, the user has done any research they needed online using google, google scholar, and very few historic databases provided by the school and is very comfortable using these resources, but for the project they need to use the library too and he has never even been in the library on campus before.

### What does the user need to know?

Some of the very first things this user will need really is how to make use of his campus library. As well as to know what resources are available at his campus library. How many materials do they have? How many databases are they subscribed to? How do they go about locating the books and other materials? Do they have programs in place such as interlibrary loaning?

For the project the student will be doing a large 12-page research paper, before having considered anything above 5 pages large this is a daunting project. They were told the topic can be anything they want but requires approval from the professor and cannot be a broad topic. With this the user has chosen a broad topic of "maritime history of New England" this was approved by the professor, but the user was told they need to narrow the scope of the topic down further.

### How has the user posed the reference query?

This query is a self-initiated one, he has wandered around the library for a bit exploring all it had to offer before going to the reference desk to ask for help. "Hello, I am doing a research paper for my Historical Researching & Writing class and need to use some of the library resources as part of my project". The librarian understands the need but will also require more information about the user and the project before helping them and so has decided to initiate a reference interview with the student. From the interview the reference librarian has determined that the student will first need to narrow down their topic from "maritime history in New England". It is also determined that the student does not know where to begin to narrow down their topic, or what about the maritime history they would like to focus on. The initial source recommendation is sources about narrowing down topics for research papers, as well as some general

encyclopedias, and some Wikipedia articles to help find more narrow topics to start. [4.1.5 Works with the patron to narrow or broaden the topic when too little or too much information is identified.] Due to the nature of the project the student will be in an out of the library often, so he has chosen to receive some resources both physically and through school email when necessary. [3.1.4, Identifies the goals or objectives of the patron's research]

What might the user already know or have done to fulfill his information need?

The user is already familiar with Google and Google Scholar to conduct research. He has done papers in the past using these tools, but he has always used secondary sources, such as journal articles for his projects. He was also told that there is the option of interlibrary loaning a book if the campus library does not have what he is looking for. For the project this is the first time he has been given complete freedom over a topic and time-period for a topic, making it particularly difficult for him to narrow it down further, he knows he wants to explore maritime history in New England, but not what about it yet. His initial searches were very basic and could not locate any primary sources and did not help to narrow down his topic.

What other information might you glean from a reference interview with the user?

From the interview the student says he prefers printed materials over eBooks or electronic copies. The deadline for the project is the end of the semester, but the student will need the information before then as they are to turn in drafts and annotated bibliographies as they work on the project.

What is known about the information-seeking behavior of users like yours?

Users like mine will be seeking historical peer reviewed scholarly journals and articles, they will need credible secondary source books, and primary sources about their topic. My user specifically will need maritime history materials specifically dealing with New England history. It will be important to start off with broad resources to help my user narrow down his research topic and will make the research process easier when looking for specific pieces of information when you know what you need.

The common theme among student users like mine, especially those in college now, is that having grown up in the digital world with smartphones, fast computers, and laptops these students are never more than seconds away from a google search to get the easy access information they need, and students expect that most of their information needs can be found online (D' Couto and Rosenhan 2015). A study done looking at students use of Wikipedia using 600 students found that the majority of students would choose an immediate benefit for research rather than a long-term investment (Colón-Aguirre and Fleming-May 2012). Because of this, students in today's age are also in a self-service mentality according to the findings of D' Couto and Rosenhan 2015. Students in undergraduate school are more willing to find solutions to their research by them self's rather than seek help from a librarian. It is due to this that

students have no idea the benefits that library services can offer in their research, and this is also the reason that when the time comes for students to move from Google searches to library resources for projects that the transition is painful and when students face barriers using library resources they generally give up (D'Cousto and Rosenhan 2015).

When it comes to researching for information students tend to be narrow minded, not wanting to branch out to other resources, or if they find a source they need but are unable to access the full text, will not pursue the source further, even though there are ways to get the full text such as interlibrary loans or finding other databases where they have the full text. This is a byproduct of time being the primary currency of students (D'Cousto and Rosenhan 2015). Due to project deadlines, and poor teaching of how to use research tools fully and accurately, when students hit a roadblock or not finding the information they are looking for, they will simply move on and not engage with a topic further. It is also a tendency for students to not explore different resources unless told by the professor, or if the professor gives them a list of good research sources to start from many students won't spread out further to other tools and only use what is given to them.

Ultimately the research process for students will differ from student to student, it will depend on how comfortable with computers or how comfortable with libraries the student is. It will also depend on the classes they had to take; a history major will probably have better researching skills than an art major. Not just students but people in general today tend to expect quick results when doing research and simply pick the most convenient source for their purpose.

## Part C: Source Collection and Analysis

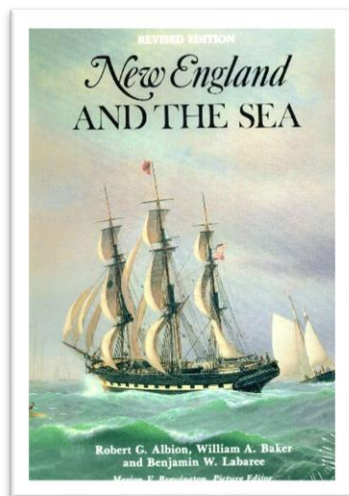
[5B. Evaluates, collects, retrieves, and synthesizes information from diverse sources  
*Identifies and presents highly recommended sources*] This is shown in the entirety of  
part C.

Source 1: A print book located using a library catalog

APA citation

Albion, R. G., Baker, W. A., & Labaree, B. W. (1994). *New England and the Sea*. Mystic Seaport  
Museum.

Photo or screenshot



Search process

I started my search for the print book using the SU library resources and moved to looking on two databases dedicated to American History sources; America: History & Life and American History 1492-1945. I had chosen these because they were specific subject history databases dealing in American history so I thought that my searches would yield more specific results, and they did, only the results were too specific and not helpful to my user's query on sources for the broader topic of New England Maritime History and sources that would help narrow down this topic. I decided to move away from library databases to be able to cast a wider net and instead searched Google Scholar where I found a couple books right away that upon first glance, seemed useful but ultimately, I moved away from those sources and searched Google Books. Google Books is where I found my first source "New England and the Sea".

While searching I tried a variety of different search terms rearranging my phrasings to see if different results would pop up, after finding sources from outside the US and outside New England I began to exclude terms such as Canada, China, Asia, East Asia, and India using the "NOT" functionality in advance searches. While these terms did deal with Maritime History, they were too specific of sources to start out. My final search in Google Books was New England Maritime History, this provided me with many results,

some specific like a history of just Massachusetts, and others broader like the source I choose. [Strategy 3: Show, Don't Tell; Demonstrate the information-seeking process]

Keyword/Phrase		Keyword/Phrase		Keyword/Phrase
Maritime Or Maritime history Or Maritime Trade	AND	New England or New England colonies Or History	AND	1700's – 2000's Or History
OR		OR		OR
Early American Or Colonial American		Maritime companies Or Maritime Trade Companies		1700's – 2000's
OR		OR		OR
New England		Maritime History Or Maritime		History

Record your initial and follow-up search statements in the space below. Demonstrate and/or describe your search strategies (e.g., Boolean terms, truncation, phrase searches, faceted search limits).

My initial searches to locate a print book relevant to my user's topic were done using two databases dedicated to American History sources; America: History & Life and American History 1492-1945. Some of my initial searches were.

- Maritime History AND New England AND 1700's – 2000's
- Maritime Trade AND New England Colonies NOT Canada
- Maritime AND New England AND History

I made use of the databases date ranges and subject terms, also utilizing the databases advance search with AND, OR, and NOT. With these searches I was not finding exactly what I was looking for and that was, a book on the broader topic of Maritime New England History as a whole to help my user narrow down their topic. I was finding that even though these databases are American history databases I was finding information about Maritime trade in East Asia, or other places outside of the US. So, I moved on from databases to Google scholar and Google books.

Describe how you iterated your search. Did you change search terms or strategies? Did you check for subject/thesaurus terms to use as new terms for your next search; look for an author who writes multiple pieces on your topic; identify a journal or other source that tends to publish on your topic; or conduct any citation tracing?

My Research strategy did change from trying to use databases to find more condensed information about my user's research topic of Maritime History in New England. After searching for a print book about the subject, I was sources that were either too specific, or were dealing with history not in the US and since my user still had a broad topic that



needed to be narrowed down first, I decided to broaden my search too by using Google Scholar and Google Books to find the first source.
What “buckets” (i.e., information containers, collections, or repositories) did you search and why?
I started by using two databases dedicated to American History sources; America: History & Life and American History 1492-1945. But quickly turned to google for a broader search and a broader return of sources on my user’s topic.
How did these “buckets” limit your search? What limitations (e.g., language, subject, author, format, geographical region) does the bucket impose on your search? What limitations might you have introduced into the search on your own through your choices (e.g. word selection, bucket selection)?
I had moved to google specifically to reduce the limitations on the results of my searches, I was trying to limit the geographical location of my results by search with the term New England, but it had varying results.

[4.1.8 Offers pointers, detailed search paths, and names of resources used to find the answer, so that patron can learn to answer similar questions on his/her own, when appropriate.]

Discernment [Strategy 2: Think Allowed; share failures, as well as successes]

*Citation of discarded source 1*

Hornsby, S. J., & Reid, J. G. (2005). *New England and the Maritime Provinces: Connections and Comparisons*. McGill-Queen’s Press - MQUP.

*Description of source*

This was a book examining the links between New England and the Maritime industry, It also more closely examined the connections of America and Canada and the difference of society across what was at the time a loosely defined boarder.

*Rationale for deselection*

I decided not to go with this source for a couple of reasons, the first being that it was the first source I found so I decided that I needed to look around more to find others. The second and biggest reason was the deep interest in American-Canadian societal relations, the book had New England and Maritime in the title, but its content was not an overall Maritime New England history I was looking for, so for that reason it was discarded.

*Citation of discarded source 2*

Morison, S. E. (1922). *The Maritime History of Massachusetts, 1783-1860*. Houghton Mifflin.

*Description of source*

This source was a look at the Maritime history of the New England State Massachusetts. This source was also a deeper look at how the Maritime industry shaped Massachusetts.

*Rationale for deselection*

I thought and still think that this is an excellent source on the Maritime History of New England. However, as the title says this book focus on a single state, Massachusetts. While I liked the source, I felt that it is not my place as a librarian to offer such a narrow source for my users’ broad topic. Even though my user needs help to narrow the topic down, I do not want to influence or force a narrow topic upon them and for that reason this source was discarded but saved to maybe be used as a later source.

## Evaluation

### *Criterion 1: Authority*

This book was published by the Mystic Sea Port Museum, a Maritime Museum based in Mystic CT which is one of the best Maritime Museums in the country dealing with early New England Maritime history. It was also Authored by 3 historians, Robert Greenhalgh Albion who was the first Harvard professor of Oceanic History, William A. Baker who was a maritime historian and curator at the Francis Russell Hart Nautical Museum at Massachusetts Institute of Technology, and Benjamin Woods Labaree who was a leading expert of American Colonial and American Maritime history. All three of these authors have also written other publications about Maritime history from Naval military practices to fishing industry impacts. This source is also considered by many maritime historians and the Mystic Sea Port Museum to be the best comprehensive source about New England Maritime History.

### *Criterion 2: Objectivity, perspective, inclusiveness, and bias*

This book does not deal with values as much as just presenting historical content on New England. It is comprehensive exploring topics of ship builders, merchants, fishermen, sailors, military and civilian craft, the New England Landscape. It spans all New England History too from the age of exploration to the Civil War to the end of the 20<sup>th</sup> century. From all the amount of content it would be a surprise to not see some bias within the text, but all three authors are experts in their fields and do a great job of conveying New England History.

### *Criterion 3: Limitations*

The first and maybe biggest limitation for this book is acquiring it. There are no eBook versions I could find and no online pdfs or summaries, so the only way to fully examine it is to get a hard copy. Based on previous research about my user most college students will not look at a source that they cannot immediately access. Acquiring a physical copy is not a convenient task either, when looking at online retailers like Amazon and Barnes & Noble, this book does not ship fast, and the estimated shipping dates range from 2 – 3 weeks away. I was able to track copies down to some libraries, the SU library has a copy, and it also able to interlibrary loan a copy. I borrowed my copy from my old college library at Eastern Connecticut State University. I did not encounter a pay wall because I was a previous student but libraries, I looked at that had this book required memberships or required you to be a student.

### *Criterion 4: Currency*

Since history is always evolving and changing as we learn new information, the currency of a book and its' information is very important. This book was originally published in 1972 by Wesleyan University Press, and from what I can tell the original first edition had no illustrations in the book. The book was then illustrated, revised, and then published by Mystic Sea Port Museum in 1994 as part of a collection for their American Maritime Library, this book is volume 5 in that series. As for the information in this book, it is still considered, by Mystic Sea Port, to be the most comprehensive

maritime history of New England. Google books also lists this as still being the only comprehensive source of the subject.

*Criterion 5: Scope and Comprehensiveness*

My user came to me with a very broad research topic of New England Maritime History, and with help to narrow down that topic. This book “New England and the Sea” is a very comprehensive book dealing with what seems to be every aspect and topic of maritime history. The book encompasses 350 years of New England history with in its 300 pages.

*Criterion 6: Audience*

The book does not seem to be intended for any one type of audience, but it would be geared towards anyone looking to learn a history of New England and Maritime history as this was published by a museum. The content and format make this book read and feel like almost like a textbook you would have to get for a college class. This book will also appeal to the visual learners, having more than 150 illustrations that take up a half to an entire page in most cases.

Content addressing the user need

My user is currently looking for information for their research paper, their topic is Maritime History of New England, they also need help to narrow down their topic further to a more researchable question.

It is hard to provide an answer as to why this book is helpful that will be specific. My hope is that this book will provide some potential narrower research topics for my user. The way this source will be helpful is because its content is so broad, my user needs help to find a topic within the borders of Maritime New England history, so their user query is too vague to answer specific questions at this point. But that is why I choose this book; it is a comprehensive history covering 350 years of New England Maritime history. On the back cover it quickly sums up the content and why I choose this book for my user’s needs.

“This volume follows the story of New Englanders and their involvement with the sea from the age of exploration, settlement, and early trade through the heroic age of revolution and expanding commerce, the golden age of prosperity and far-flung trade, and the dark age of decline and contraction following the Civil War, into the dynamic age of the twentieth century” (McDowell, back cover).

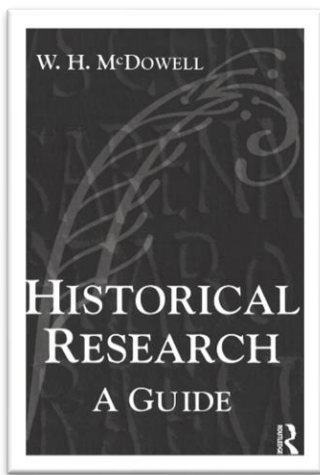
This source will provide the jumping off point for further and more refined and specific historical research into Maritime history of New England. This source will guide my user, from start to finish, of the history they are trying to research. The range of topics will allow them to form connection, questions, and arguments for further research and allow them to find a topic they find interesting and engaging, rather than a topic they feel like they need to settle on. [5A. Accesses relevant and accurate recorded knowledge and information; offers services responsive to individual expresses user needs.]

Source 2: An almanac, handbook, manual, encyclopedia, directory, or yearbook

APA citation

Mcdowell, B. (2013). Historical Research: A Guide for Writers of Dissertations, Theses, Articles and Books. United Kingdom: Taylor & Francis.

Photo or screenshot



Search process

Before I even started searching, I already knew what I was looking for, having been a history major and been in my users shoes I was given a guidebook for historical researching and writing so I knew they are out there. I started my searching using the SU library catalog searching with the phrase “Handbook on how to narrow down a research topic” this did not bring up any information that was useful, so I refined my search phrase to be more specific “Handbook on Historical Research”. Using this phrase began to return the results I was looking for, but the results were a little to specific like handbooks on how to research certain historical subjects. Up until this point I had chosen not to use advance search tools like AND, OR, and NOT because I had thought I had known what I was looking for and deemed them unhelpful at the start. Since I was finding handbooks on topics I did not want, I stated to get more specific in my searches. And began to utilize the advance searches but eventually was having no luck with those tools. I had also chosen to stay away from databases utilizing the SU library catalog and eventually Google Scholar and Google Books, where I ended up finding my Handbook. My reasoning was that using a database for a handbook on historical research and writing would have been too specific and would have required me to locate a database to use as well so I opted for more broader searches. Using Google scholar was very helpful, I was getting a lot of great articles about how to conduct historical research and writing, but I was finding articles and not Handbooks, so I moved to Google Books, and it was here that I was finding the resources I was looking for. [Strategy 3: [Show, Don't Tell](#); Demonstrate the information-seeking process]

Keyword/Phrase		Keyword/Phrase		Keyword/Phrase
How to Narrow down a research topic?	AND	Narrowing down a research topic guide	AND	Handbook for historical research

OR		OR	OR
Handbook		Historical	“Research and Writing” “Research & Writing” Research and writing
OR		OR	OR
OR		OR	OR
Record your initial and follow-up search statements in the space below. Demonstrate and/or describe your search strategies (e.g., Boolean terms, truncation, phrase searches, faceted search limits).			
My initial searching started out by using the phrase “how to narrow down a research topic”, I knew I probably would not find what I was looking for which was a handbook of some kind, but I wanted to see what results would come back. From there I tried using more advanced searches using the terms “Handbook AND historical AND “research and writing”, and the phrase “Handbook for historical research”. Using these I was getting the results I was looking for.			
Describe how you iterated your search. Did you change search terms or strategies? Did you check for subject/thesaurus terms to use as new terms for your next search; look for an author who writes multiple pieces on your topic; identify a journal or other source that tends to publish on your topic; or conduct any citation tracing?			
My research strategies did not change much for locating a handbook, I started with broad research trying to find anything using the SU Library catalog just seeing what would come up before eventually swapping to Google Scholar then to Google Books. I did refine my search phrasing a lot as I went through my researching. I started out with “how to narrow down a research topic” and found my final source using “handbook of historical research and writing” my search term came to be this only because I was realizing what other handbook were named so I changed my search to fit the names. There was one point when using the SU library catalog that I tried advance searches, but they proved unhelpful, and I quickly switched back.			
What “buckets” (i.e., information containers, collections, or repositories) did you search and why?			
I choose to use the SU library catalog, Google Scholar, and Google Books rather than databases because I already had an idea of what I was looking for and wanted broader, and much more returns on my searches. I also did not want to spend time searching for a database to use since I had no idea where to even start with a database for handbooks.			
How did these “buckets” limit your search? What limitations (e.g., language, subject, author, format, geographical region) does the bucket impose on your search? What			

limitations might you have introduced into the search on your own through your choices (e.g. word selection, bucket selection)?

I used the SU library catalog and Google, so I did not have any limitations on my searches, but as I was searching I did start to impose limitations on my results. Early on I had found a source that looked really good, the title was a match to what I was searching, the abstract looked good, but the publication date was from the 1970's, I wanted something a lot more recent, so I set limits on my publication dates limiting it to results from within the last ten years.

[4.1.8 Offers pointers, detailed search paths, and names of resources used to find the answer, so that patron can learn to answer similar questions on his/her own, when appropriate.]

Discernment [Strategy 2: Think Allowed; share failures, as well as successes]

*Citation of discarded source 1*

McCoy, F. N. (1974). *Researching and writing in history: A practical handbook for students.*

University of California Press.

Description of source

This handbook also serves as a guide for college level students to learn the skills needed to write research papers in a higher academic setting. This is a step-by-step guide on how to prepare for a research paper, to conducting the research, to writing the drafts to the final paper.

Rationale for deselection

The reason I choose not to use this source was because of its publication date this handbook was published in 1974. Since researching tools and strategies have changed drastically in the last 50 years with the introduction of the internet and online databases, I wanted a handbook and guide to be a lot more recent. I have also found that this source has been republished in April 29, 2022 but I am still weary of the original publication date of 1974.

*Citation of discarded source 2*

Bazerman, C. (2009). *Handbook of Research on Writing: History, Society, School,*

*Individual, Text.* Routledge.

Description of source

This source is a historiography about research and writing and was meant for college level students. From the abstract of the book, it answers the questions; "How do people write? How do they learn to write and develop as writers? Under what conditions and for what purpose do people write?". These were just a few questions that the book was asking in the abstract, over all this book tries to summarize what is known about writing and about how people write.

### Rationale for deselection

The reason I chose to not use this source is simply because when I had initially found this it was the second source I found and after looking at the name, table of contents and the abstract further I realized that this was not a handbook on “research and writing” for history but a Handbook about “the research that had been done on the writing of various topics”.

### Evaluation

#### *Criterion 1: Authority*

This book was authored by Bill McDowell aka W. H. McDowell and published by Taylor & Francis. W. H. McDowell is a historian and an author of many other books about history. McDowell is currently an Honorary Research Fellow for the Department of Scottish History at the University of Edinburgh. According to Wikipedia an “Honorary title in academia may be conferred on persons in recognition of contributions by a non-employee or by an employee beyond regular duties”. Wikipedia also says that the title of Fellow is given to those who a university wishes to recognize and collaborate with. The publisher, Taylor & Francis, is a publishing company from England founded in 1852 that specializes in publishing books and academic journals.

#### *Criterion 2: Objectivity, perspective, inclusiveness, and bias*

This book is clearly intended to be used by people working and studying within higher education on the topic of history. A quote from the book describes its intended readers “undergraduate and postgraduate research students; practicing historians, regardless of their subject specialism; and general readers who are interested in writing about history” (McDowell 12). From my searching the book seems to be readily available online and, in the library, catalogs I had searched, and on Google Books it has a generous preview of it. This book also has an eBook version for people who use eBooks. The book itself is about general historical research and writing, so anyone within the history field regardless of historic discipline.

#### *Criterion 3: Limitations*

As far as limitations this source does not have much, it is easy to access which is a big factor for my user, I was able to locate a copy in multiple libraries, depending on the library you may need a membership or need to be a student. It is readily available to buy on amazon and has an online eBook for those who need it right away. This book is intended for people in the field of history and historical research, but it could be applied to those in the social sciences and humanities other than history. There is also the issue of the book only being available in English, while not a problem for my user, for others this can be a deal breaker.

#### *Criterion 4: Currency*

For handbooks a very important criteria is their currency, it does no good to provide my user with a handbook on conducting research from 1950’s where they had no internet, databases, or any online books. This book was published in 2013, 9 years ago, which in

the technological world some could argue is still outdated. The book is still current enough to be a very good resource for research and writing on historical topics.

#### *Criterion 5: Scope & Comprehensiveness*

For a handbook the scope and comprehensiveness of its content is important, if the scope is too large finding or learning the information you need will take too long and then it runs the risk of no longer being a handbook, and if the scope is too short trying to learn from it will leave things out. The source I found is 288 pages and comprehensive in its materials, it covers how to do research and writing for dissertations, thesis articles, full length articles, and full-scale research books. It goes over the different research methods for these and what methods benefit and what ones should be skipped depending on what format the user is presenting the research. While it does have a lot of pages, it only has 18 chapters, the first 3 chapters being dedicated to the study of history, while the remaining chapters teach the user things like research tools, locating and indexing source material, planning a research project, and proofreading. This source is comprehensive in a good way allowing the user to excel in historical research and writing.

#### *Content addressing the user need*

This handbook will play a large roll in addressing the needs of my user. My user needs help finding research for a research paper about Maritime History of New England, on top of that they also need help on how to narrow down their research topic. That is where this handbook comes in, it is a guidebook for those who wish to be better at research and writing on historical topics. While the entire book would be helpful for my user to read, I realize that due to time restraints, other classes, and not wanting to read excessive amounts that chapter 6 “Planning a Research Project” should be their first stop in this guide. This guide says, “The most common mistake which many historical researchers experience at this stage is in choosing a topic that is too large in scope” (McDowell 81). This quote is an important reassurance to my user that they are not the only person who has chosen a topic that is too broad and that it is all apart of the process. Hopefully this section of the book will be able to ease their mind about the project. McDowell then describes the first step a researcher should take “do some preliminary work to discover what other historians have written on your chosen subject” (McDowell 81). This is an important first step not just in historical research but in any research topic. Discovering what people are writing about on a subject can completely change your view on a topic and how you want to tackle the research, maybe to agree or to disagree with what others are saying. An important piece of advice from McDowell on page 83 is “At this stage you are not seeking to finalize all the issues you wish to examine, because many of these may subsequently turn out to be more marginal than you first realized. Your primary aim is therefore to identify a topic which appears to be interesting and worthwhile examining” (McDowell 83). This is important for my user to know when moving forward with his research, the final research topic should be fluid, it can always change as you find more and more research. [5A. Accesses relevant and accurate recorded knowledge and information; offers services responsive to individual expresses user needs.]

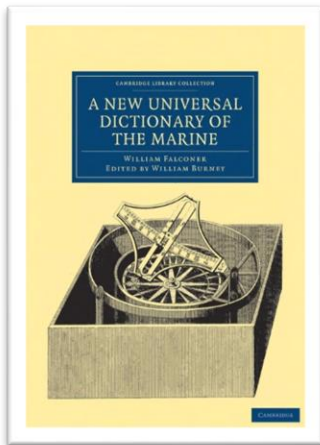


### Source 3: A dictionary, ideally subject specific

#### APA citation

Falconer, W. (2012). *A New Universal Dictionary of the Marine: Illustrated with a Variety of Modern Designs of Shipping, Etc.* Cambridge University Press.

#### Photo or screenshot



#### Search process

I started my search by browsing the SU library databases and the first database I had chosen was the Britannica Academic database. After not finding anything worth looking into further on that data base I began searching the Oxford Reference Online and here too I struck out. After not finding anything of use on the SU library databases I switched to google books, here I search using the phrase “Dictionary of nautical terminology” after seeing the sources I was finding on the database I determined that searching with this phrase would yield the best results. For my searching I also wanted a dictionary that was published a long time ago so it would be relevant to historical research. So, for that I used the date range search feature on google and found a good source, a dictionary originally published in 1813 and republishes multiple times over the years, the publication copy I choose was one from 2012, I had found a copy published in 2017 but something about the author and publisher seemed to have no authority to publish a maritime dictionary also the 2017 copy seemed to omit some 550 pages. [\[Strategy 3: Show, Don't Tell; Demonstrate the information-seeking process\]](#)

Keyword/Phrase		Keyword/Phrase		Keyword/Phrase
Maritime	AND	History Or Terminology	AND	
OR		OR		OR
Maritime Or “maritime”		Dictionary Or “dictionary”		

OR		OR	OR
“dictionary of nautical terminology”			
OR		OR	OR
Record your initial and follow-up search statements in the space below. Demonstrate and/or describe your search strategies (e.g., Boolean terms, truncation, phrase searches, faceted search limits).			
For this source I was running into the trouble of when searching for maritime history or maritime dictionary, I would get results about the definition of the word maritime, or results about the history of the word maritime and not a dictionary dedicated to maritime terminology. So, to combat this I did most of my searching putting my search phrases in quotations to limit my results. I was also finding a lot of books on boating, these seemed to be hobby books and I could not find a way to omit these from showing up in my results.			
Describe how you iterated your search. Did you change search terms or strategies? Did you check for subject/thesaurus terms to use as new terms for your next search; look for an author who writes multiple pieces on your topic; identify a journal or other source that tends to publish on your topic; or conduct any citation tracing?			
My search terms and strategies changed a lot when looking for a useful dictionary. At first, I thought my best shot would be searching for databases on the SU library website, from this I found a bunch of dictionary databases. I ended up using the Britannica Academic database but quickly switched to the Oxford Reference Online. While I did not use any sources from these the Oxford Reference Online really helped me change up my terminology for my searches when I moved to google books. My original search terms were maritime AND history OR terminology, from there it changed to “maritime dictionary” before changing to my final search phrase “dictionary of nautical terminology”. Once I found my source, I did some tracing through the editions to find the most UpToDate one.			
What “buckets” (i.e., information containers, collections, or repositories) did you search and why?			
For this search I used the Britannica Academic database but quickly switched to the Oxford Reference Online before finally going to google books.			
How did these “buckets” limit your search? What limitations (e.g., language, subject, author, format, geographical region) does the bucket impose on your search? What limitations might you have introduced into the search on your own through your choices (e.g. word selection, bucket selection)?			

The Britannica Academic database and the Oxford Reference Online limited my search because I was searching for subject specific dictionary for nautical terminology, I also needed the source to have terms that people would have used that were not modern, so the original publication date had to be old enough to use historic terminology, and have a more current publication date for newer information. A limitation I did put on my searches was using quotations to find exact matches to my searches in the databases, this was useful but only in helping me find better terminology to search with before I went to google books because of the vast amount on results it has.

[4.1.8 Offers pointers, detailed search paths, and names of resources used to find the answer, so that patron can learn to answer similar questions on his/her own, when appropriate.]

Discernment [Strategy 2: Think Allowed; share failures, as well as successes]

#### *Citation of discarded source 1*

The Oxford Encyclopedia of Maritime History. (2007). In *The Oxford Encyclopedia of Maritime History*. Oxford University Press.

<http://www.oxfordreference.com/view/10.1093/acref/9780195130751.001.0001/acref-9780195130751>

#### Description of source

This is an extremely comprehensive multivolume Encyclopedia of Maritime History. The encyclopedia covers not just New England history which my user is interested in but all maritime history. Over 900 years of maritime history covering all aspects like major figures, naval military history, shipbuilding and design, and art and literature involving the maritime lifestyle.

#### Rationale for deselection

While this is a really good source for Maritime history, it is not a dictionary, but also it encompasses too much history. A lot more than the topic my user has chosen and figuring that they are having trouble just narrowing the topic down from New England Maritime history, I do not want to throw the entirety of maritime history at them in a collections of books this large with this much information.

#### *Citation of discarded source 2*

Tuffley, D. (2014). *Nautical Terms: A Dictionary*. Createspace Independent Pub.

#### Description of source

This is a dictionary of nautical terms, and part history on common expressions such as, "loose cannon", that people now use as everyday use. This book is more so for entertainment learning and for people who are looking to get into boating and with to learn more about the terminology people use.

### Rationale for deselection

This source seemed good at first, the Author, David Tuffley, has a PHD, but his PHD is in the field of Applied Ethics. Also, the publisher is some type of self, independent publishing tool. This dictionary seemed to be geared towards people looking to get into boating as a hobby and now something useful for historical research purposes.

### Evaluation

#### *Criterion 1: Authority*

The original author of this book from the 1700's was a man named William Falconer. According to Wikipedia he was a Scottish sailor and poet who wrote work mainly about life at sea. The current editor of the 2012 edition is maritime and naval historian William Burney, he has edited other historic texts for republication. Finally, the publisher for the 2012 edition is the Cambridge University Press.

#### *Criterion 2: Objectivity, perspective, inclusiveness, and bias*

After examining the dictionary and the original author the only bias I could find is that this dictionary uses a lot of English and Old English terminology with some French terminology lists, that it not surprising given that it was written by a Scottish Sailor and poet who worked on primarily English ships.

#### *Criterion 3: Limitations*

For this dictionary there does not seem to be many apparent limitations. I found the book on Google Books, and it has a where you can view 89 pages, of the total 862. I also searched for the book in the SU library catalog and was able to find it quickly. The book on the SU library catalog is an edition published in 1815 and has been fully digitized by google and is able to read. If you want to buy the book for yourself it is listed on amazon for \$91 being the cheapest, I could find, the average price seems to be \$120. For a college project if the student must pay \$100, they probably will not get the book so the only option then would be to loan it from a library. One could argue that another limitation, while not for my user, is that the book is only in English, it does have a section of French terms but the definitions for those terms are in English.

#### *Criterion 4: Scope*

This dictionary contains just over 800 pages of nautical and maritime terminology from the eighteenth and nineteenth centuries as well as newly added illustrations from the twenty-first century for a more modern look at some of the definitions and terms. The topics the dictionary covers are virtually every aspect of the marine, from ship weaponry, navigational terms, legal and medical terms, and even some French terminology commonly used on French and English ships of the time. Each definition or explanation is essentially its own paragraph in most cases, some even have graphs and charts to further explain the terms one chart explaining cannon length, weight, boar diameter, size of powder charge, and size of the ball.

### *Criterion 5: Format*

The format of this dictionary is a little hard to read as the pages are stuffed with text, see the example of a page under the photo or screenshot section above. This was written in the 1800's little had been done to change the format around. The dictionary is also only published in print versions, but I have been able to find some online full text scans, but I recommend my user try and find a physical copy because he has indicated he works best with physical sources.

### Content addressing the user need

This dictionary will address a couple of my user's needs, firstly he will need to narrow down his topic before he can dive into more strategic and intensive research. This dictionary will give him more specific terminology for his search terms while also preparing him to use more nautical terms in his research paper. This will also give him the tools needed when examining the sources he finds, if he encounters a term, he can look it up here and get a detailed account of the term. For example, he may run into the term "carpenter of the ship" the dictionary gives the definition "an officer appointed to examine and keep in order the frame of the ship, together with her masts, yards, boats, and all other wooden machinery, and stores committed to him by indenture from the surveyor of the dock-yard" (Falconer 77). Along with a definition this dictionary also gives a little history on the term saying that the term dates as far back as 1638, carpenters would not be appointed to a ship until the shipwrights-hall had examined their license (Falconer 77). This snippet of history could put my user down a path to further narrow his topic of his research. Secondly, what ever topic he chooses to dive further into this dictionary will more than likely have words used and definitions/explanations for him to use in it. [5A. Accesses relevant and accurate recorded knowledge and information; offers services responsive to individual expresses user needs.]

Source 4: A scholarly article located using a library database

APA citation

Morris, S., Mykytiuk, L. J., & Weiner, S. A. (2014). Archival Literacy for History Students: Identifying Faculty Expectations of Archival Research Skills. *The American Archivist*, 77(2), 394–424.

Photo or screenshot



Search process

For the scholarly article I went through a lot of different ideas and strategies, and my search phrases and topic even changed through out this. To start I needed to find a database, I went through about 4 databases, even looking on google scholar for articles then researching the titles of those articles in the library database to find something. I was not sure what information to find for my user, whether it be an article about how to narrow down or conduct research or an article about Maritime History of New England. After first search for historic articles all the scholarly article about New England Maritime History seemed to short to be relevant or be of use to help my user narrow down his topic, while the historic articles were also too specific. From there I searched for historiography so my user could see what historians were saying about other historians on the subject, but all the historiographies were books. Then I searched for articles about how college students conduct research, and their research practices and this is where I had my luck. [Strategy 3: [Show, Don't Tell; Demonstrate the information-seeking process](#)]

Keyword/Phrase		Keyword/Phrase		Keyword/Phrase
"Maritime History"	AND	"New England"	AND	
OR		OR		OR
Historiography of maritime history		New England Or new england		
OR		OR		OR

Undergraduate Or Undergraduate student Or College student		Research topics Or How they research Or Research practices		
OR		OR		OR
Record your initial and follow-up search statements in the space below. Demonstrate and/or describe your search strategies (e.g., Boolean terms, truncation, phrase searches, faceted search limits).				
Above you can see how my phrasing changed over time as I went through the research. I was required to change my searches many times for a number of reasons, the first being I was not finding anything useful and the second was I was switching databases looking for a source constantly. For the searches I used AND/OR for almost all the search's as well as quotations to find exact phrasing on my searches. The final search phrase that I used to find my user a scholarly article was; how "history students" research. Before this my search terms included; "maritime history" AND New England, historiography of maritime history, undergraduate OR college students AND research practices.				
Describe how you iterated your search. Did you change search terms or strategies? Did you check for subject/thesaurus terms to use as new terms for your next search; look for an author who writes multiple pieces on your topic; identify a journal or other source that tends to publish on your topic; or conduct any citation tracing?				
I went through 5 databases and every time I changed databases my search terms changed, I went from historic databases to library science data bases because the topic of the source I was trying to find changed drastically.				
What "buckets" (i.e., information containers, collections, or repositories) did you search and why?				
For this source I used multiple subject specific databases; American: History & Life, JSTOR, Information Science aka Gale OneFile, Taylor & Francis Online, and Google Scholar.				
How did these "buckets" limit your search? What limitations (e.g., language, subject, author, format, geographical region) does the bucket impose on your search? What limitations might you have introduced into the search on your own through your choices (e.g. word selection, bucket selection)?				
At first, I was finding the databases to be too limiting and I eventually had the idea to search broadly on Google Scholar and find an article there then search for the article title, authors, and publishers in the databases on the SU library. That strategy proved to be unhelpful, and I quickly switched back to looking on the databases. After swapping back to the databases when I was searching, I would only allow articles, and journal reviews to appear in my searches, I was getting results for a lot of books and guides.				

[4.1.8 Offers pointers, detailed search paths, and names of resources used to find the answer, so that patron can learn to answer similar questions on his/her own, when appropriate.]

## Discernment [Strategy 2: Think Allowed; share failures, as well as successes]

### *Citation of discarded source 1*

Magra, C. P. (2007). The New England Cod Fishing Industry and Maritime Dimensions of the American Revolution. *Enterprise & Society*, 8(4), 799–806.

### Description of source

This source dives into the topic of the American Revolution and further discusses the military mobilization of commercial fishing during the revolution. This article also talks about the importance of the fishing industry, particularly the cod industry to New England and early colonial markets and economy.

### Rationale for deselection

The reason I chose not to give this source to my user is because, while it is a cool source, it is too specific of a topic, and it is ultimately not for me to decide what narrowed down topic my user will research. I am only to give him the tools needed for him to choose his own topic and not attempt to push him into one and I felt that this articles, while encompassing all New England was just too specific.

### *Citation of discarded source 2*

D' Couto, M., & Rosenhan, S. H. (2015). How Students Research: Implications for the Library and Faculty. *Journal of Library Administration*, 55(7), 562–576.

<https://doi.org/10.1080/01930826.2015.1076312>

### Description of source

This source describes the research strategies of students and how the strategies are influenced by both academic and non-academic factors. This source also looks at the mind set of students when they are starting their research and why they choose some of the decisions they do. This source is ultimately designed for library faculty but can also give students a better understanding of themselves.

### Rationale for deselection

While I liked this source and it would have given my user some insight to how other students like him are researching and could have given him some Ideas about how to go about doing more research I felt that this source ultimately did not answer his reference query enough, while it may be a good extra source to provide I would not put it with the main stack of sources to answer his specific query.

## Evaluation

### *Criterion 1: Authority*

I have assessed this source to have good authority for several reasons, The first and most simple is the location I found it, this source came from JSTOR, I have personally



used JSTOR for many years now and have never found a source with poor authority, that is not saying there aren't any which is why there are two more reasons. The second is the journal this article was published in, *The American Archivist*. This journal is a peer-reviewed scholarly journal for archival science, and it is the official publication for the Society of American Archivists. The last criterion for authority is the authors, this article was authored by three people, Sammie Morris a special collections and archival researcher at Purdue University, Lawrence Kykytiuk a historian and library liaison for Purdue University, and Sharon Weiner the Chair of Information literacy at Purdue University.

#### *Criterion 2: Objectivity, perspective, inclusiveness, and bias*

The first bit of bias I came across was with the journal and not the article itself. *The American Archivist*, as the title suggests, only deals in the topic and in the scope of the US borders. While this is not an issue for my user being an American college student, with an American history topic, it could affect others such as students from overseas attending college in the US. The article itself does a nice job of looking at both students and faculty in terms of research. Another point of bias could also be that the study was done using only students and faculty from Purdue University, this could affect how other students and faculty from other colleges perceive the research outcomes. It also needs to be said that not every college is the same in how they teach.

#### *Criterion 3: Limitations*

There are no major limitations I came across as this article can be viewed for free and downloaded on *The American Archivist* website, it is only available to download as a pdf. You are also able to view the full text on JSTOR as well as Google Scholar. One other limitation is that this is an article about a study done by students and archivists at Purdue University so it may not apply to every university in the country.

#### *Criterion 4: Accuracy*

The accuracy of the information in this article is likely to be good. The article presents findings from the first phase of the study conducted by the authors, as of 2014 the article said that phase two was currently underway. The abstract of the article sums up its accuracy by saying "The study includes viewpoints of different stakeholders, a review of course syllabi, in-depth interviews with history department faculty at a large public research university, and comments from faculty and recent graduates on a draft list of archival competencies for history students" (Morris et al 394). They also say in the abstract that they had their findings looked over by other faculty and archivists involved in teaching archival skills to students. The exact comments of these faculty and archivists are to be published along with the second phase of research.

#### *Criterion 5: Audience*

The audience of this article is meant for undergraduate history students like my user. It is for people struggling to interpret exactly what their professor expectations are for research and archival research skills.

### Content addressing the user need

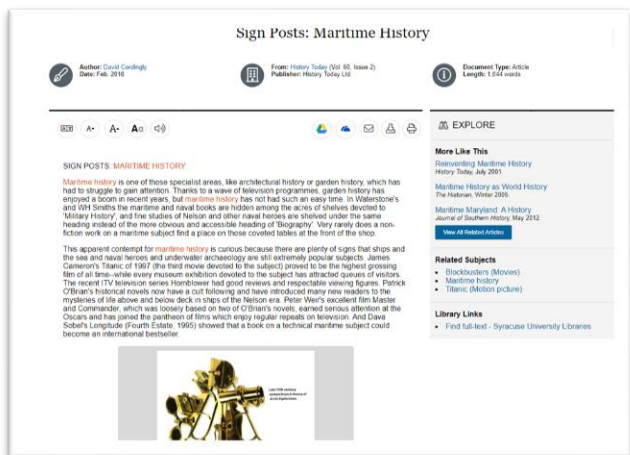
I choose this article for my user because they seemed to be struggling with how to go about their research, and how to narrow down their topic, from what I had gathered the teacher had only told them they needed to narrow the topic but did not tell them how to do it. It is for that reason why I choose an article about Identifying faculty expectations to allow my user a better understanding of what his teacher might be looking for out of this research project. This article will also give my user the tools needed for historic archival research hopefully giving them another tool to succeed in their research paper. The conclusion states “College and University archives hold innumerable original archival sources, offering students easy access to the sources themselves and the opportunity to experience the archival research process as a professional historian does” (Morris et al 410). This quote gives the example of why this article will be important in helping my user to narrow their topic, once they have the tools for more research, and know how much information they have access to their topic will naturally narrow while they are researching more and finding what they want to write about. I know that my user will be needing primary historical sources for his paper and learning to access an archive will give him those sources, as well as lead him to a narrower topic. [5A. Accesses relevant and accurate recorded knowledge and information; offers services responsive to individual expresses user needs.]

## Source 5: A popular article located using a library database

### APA citation

Cordingly, D. (2010, February). Sign Posts: Maritime History. *History Today*, 60(2), 56+. [https://link.gale.com/apps/doc/A218876975/PPPM?u=nysl\\_ce\\_syr&sid=bookmark-PPPM&xid=fbf19a73](https://link.gale.com/apps/doc/A218876975/PPPM?u=nysl_ce_syr&sid=bookmark-PPPM&xid=fbf19a73)

### Photo or screenshot



### Search process

While I had thought that finding a popular article about history would be tricky, I ended up finding an article relatively fast. My first search was on the SU library list of databases where I searched the word “popular” in the database search box and found Gale ONEFILE Popular Magazines and decided that this was the best database to use. Once on Gale ONEFILE I started my searching with the phrase “maritime history of New England”, this search phrase gave me more articles on New England sports than it did New England maritime history. So, I then just cut off New England from my search phrase and just searched for Maritime History. Searching for this lead, me to an awesome article about Mystic Sea Port Museum, while I ended up discarding this article for a different one, this is still an article I would give to my user. After this I searched for more articles about Mystic Seaport Museum, and if they had put out any maritime articles that were broad in scope. After searching with Mystic Seaport for a bit I changed gears back to the general search term Maritime History because I felt that this would give me better sources with larger scopes of information. [Strategy 3: [Show, Don't Tell; Demonstrate the information-seeking process](#)]

Keyword/Phrase		Keyword/Phrase		Keyword/Phrase
maritime history	AND	New England Or new england	AND	
OR		OR		OR
Mystic Seaport Or		Museum Or		

Mystic		Seaport		Museum
OR		OR		OR
OR		OR		OR
Record your initial and follow-up search statements in the space below. Demonstrate and/or describe your search strategies (e.g., Boolean terms, truncation, phrase searches, faceted search limits).				
I started my searching with the phrase "maritime history of New England" this gave me too many unwanted results, so I changed my search terms to just maritime history, it is with this term I found all my articles. There was a point where I searched "Mystic Seaport Museum" because I had found a good article about it and wanted to see more but decided not to use them. My strategies for the popular article were simply brows the articles until I found a good one, a very simple strategy but it I found a great maritime history article for my user quickly.				
Describe how you iterated your search. Did you change search terms or strategies? Did you check for subject/thesaurus terms to use as new terms for your next search; look for an author who writes multiple pieces on your topic; identify a journal or other source that tends to publish on your topic; or conduct any citation tracing?				
My strategy did not change while searching for this source, honestly it did not have time to change before I found a good source for my user. I had located a database to use quickly picking Gale ONEFILE Popular Magazines, and I did not change databases because I was finding interesting articles. My search terms did change slightly from maritime history of New England, to just, maritime history. I did also search Mystic Seaport Museum after I had found a couple articles on the museum but quickly switched back to my previous search term.				
What "buckets" (i.e., information containers, collections, or repositories) did you search and why?				
The only place I searched was the Gale ONEFILE Popular Magazines database I found through the SU library after searching for databases with the search phrase "popular"				
How did these "buckets" limit your search? What limitations (e.g., language, subject, author, format, geographical region) does the bucket impose on your search? What limitations might you have introduced into the search on your own through your choices (e.g. word selection, bucket selection)?				
I did not have any limitations in finding an article, in fact I imposed limitations on myself after finding sources on New England Sports rather than maritime history. I had to cut off the search term New England because I was finding way too many sources about New England rather than New England Maritime History, when I would try to use more advanced search tools, the limitations were too much and I would find very little relative sources.				

[4.1.8 Offers pointers, detailed search paths, and names of resources used to find the answer, so that patron can learn to answer similar questions on his/her own, when appropriate.]

## Discernment [Strategy 2: Think Allowed; share failures, as well as successes]

### *Citation of discarded source 1*

Paletta, Anthony. "The War for the Seas: A Maritime History of World War II." *Military History*, vol. 37, no. 4, Nov. 2020, p. 73. *Gale OneFile: Popular Magazines*, link.gale.com/apps/doc/A642349185/PPPM?u=nysl\_ce\_syr&sid=bookmark-PPPM&xid=24266e33. Accessed 7 Nov. 2022.

### Description of source

This source is a book review, and short version of a book called *The War for the Seas: A Maritime History of World War II*. This article discusses all types of naval battles in the Atlantic, Pacific, and Mediterranean oceans. This articles also looks at the naval battles to see how they changes the larger picture of the war.

### Rationale for deselection

I had saved this source because it discussed, not just one side of the war but the entire war, and I am discarding it because I feel like it is too narrow. If my user decides to change topic to Naval history, then this is a good source but as his topic stands now this source will do him no good.

### *Citation of discarded source 2*

Hilbert, D. (2006, May). Into mystic: celebrating Connecticut's rich maritime history. *Motorhome*, 43(5), 50+.  
[https://link.gale.com/apps/doc/A164325520/PPPM?u=nysl\\_ce\\_syr&sid=bookmark-PPPM&xid=f6f2995f](https://link.gale.com/apps/doc/A164325520/PPPM?u=nysl_ce_syr&sid=bookmark-PPPM&xid=f6f2995f)

### Description of source

This source, as the name describes, talks about Connecticut's maritime history. This article also talks a lot about the Mystic Seaport Museum in Mystic, CT. This article, is really a tourism article, discussing from the point of view of someone traveling around coastal CT, all the sites, restaurants, and attractions for people to visit.

### Rationale for deselection

The reason I did not choose this article is because it was more a tourism article for coastal CT than it was an article about the maritime history. The article mentioned some museums that I believed my user could benefit from going to and looking at what all they had to offer but the article was not completely about that.

## Evaluation

### *Criterion 1: Authority*

The publisher of the article, *History Today Magazine*, has been published since 1951 on a monthly basis with articles presenting serious and authoritative historic articles for all audiences. While the author, David Cordingly has written many articles for *History Today*, all on the subject of maritime histories.

### *Criterion 2: Objectivity, perspective, inclusiveness, and bias*

One section of bias I had found in the article was the last paragraph where the author lists off books, he considers to be admirable, from what I had found the author does not

seem to be a historian, but he has written dozens of articles about maritime history for history today magazine. As far as inclusiveness goes, this article seems very inclusive, not trying to take any side just bring a historic subject to people's attention.

#### *Criterion 3: Limitations*

One limitation I had found is that a subscription to the magazine is not free, considering that my user is a student they will probably have access to this database and article as well but for others this is a barrier.

#### *Criterion 4: Audience*

This article is in a popular magazine that is meant for all audiences, therefore many historians would probably stay away using this for research. Since this is meant for all audience, the information will be easier to read and digest for my user who is still learning how to be a historian.

#### *Criterion 5: Currency*

With any topic on history, currency is important as historians are always learning new things. The article was published in Volume 60 issue 2 on February 2010. The information in the article seemed to still be good but it does mention some information about maritime museums that with the recent COVID-19 outbreak could make this information dated. Also the article lists books about the subject that the authors considers good, more good books about maritime history could have been published since this article was published.

#### *Criterion 6: Scope and Comprehensiveness*

While this article is relatively short clocking in at only 1,044 words the comprehensiveness of its content is impressive. The article discusses and touches upon all aspects of maritime history and how it is represented from books, television series and movies, museums, public events, and celebrations. It has some information about finding shipwrecks and how maritime history influenced the Olympic sport rowing.

#### *Content addressing the user need*

This source was chosen to assist my users query of narrowing down their research topic. While this source is not about New England maritime history exclusively this source will still benefit my user. This source brings to attention all the places my user could find Maritime history information "The recent ITV television series Hornblower had good reviews and respectable viewing figures. Patrick O'Brian's historical novels now have a cult following and have introduced many new readers to the mysteries of life above and below deck in ships of the Nelson era. Peter Weir's excellent film Master and Commander, which was loosely based on two of O'Brian's novels, earned serious attention at the Oscars and has joined the pantheon of films which enjoy regular repeats on television. And Dava Sobel's Longitude (Fourth Estate, 1995) showed that a book on a technical maritime subject could become an international bestseller." (Cordingly). The article also talks about various maritime museums that my user could go to or check their websites. The final paragraph is one the real reasons I choose this article for my

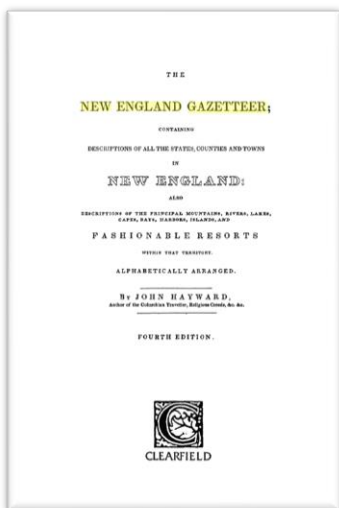
user, the author of the article lists and briefly explains several books about maritime history. “There is no shortage of admirable books out there. Leading the field are the groundbreaking books by Nicholas Rodger. He made his name with *The Wooden World* (Collins, 1986) and consolidated his reputation with his sweeping surveys of Britain's naval history, *Safeguard of the Sea* (HarperCollins in association with the National Maritime Museum, 1997) and *The Command of the Ocean* (Allen Lane in association with the National Maritime Museum, 2004). On the technical side are Brian Lavery's accessible and beautifully illustrated books covering every aspect of the ships, guns, boats and crews of Nelson's Navy.” (Cordingly). This article is really close to a historiography about maritime history discussing what others are discussing and how they are discussing maritime history and information such as that is invaluable help for a historian trying to narrow down their research topic. [5A. Accesses relevant and accurate recorded knowledge and information; offers services responsive to individual expresses user needs.]

## Source 6: Gazetteers, Map Collection, or Atlas

### APA citation

Hayward, J. (2009). *The New England Gazetteer*. Genealogical Publishing Com.

### Photo or screenshot



### Search process

This source required some brainstorming first, I was not sure exactly what to find here or even where to start to look for a Gazetteer, map collection, or atlas. I at first thought a map collection would be best, allowing my user to have a visual of the New England Area and coast, maybe even a map of trade routes. But when searching for this I was unable to find anything specific to New England Coastal Maps, most maps of this sort were very old, hard to read, and only of a single state in no collection. After looking around I settled on a Gazetteer for the source. I figured that a gazetteer on the New England States would be perfect for my user, this will allow them to have information on every state hopefully allowing them to further narrow down their topic. [\[Strategy 3: Show, Don't Tell; Demonstrate the information-seeking process\]](#)

Keyword/Phrase		Keyword/Phrase		Keyword/Phrase
New England	AND	Maritime History Or Maritime	AND	Maps Or Atlas Or Gazetteer
OR		OR		OR
OR		OR		OR
OR		OR		OR



Record your initial and follow-up search statements in the space below. Demonstrate and/or describe your search strategies (e.g., Boolean terms, truncation, phrase searches, faceted search limits).
<p>My searches were the following:</p> <ul style="list-style-type: none"> <li>- New England Maritime History Maps</li> <li>- New England Maritime Maps</li> <li>- New England Maritime History Atlas</li> <li>- New England History Atlas</li> <li>- New England Maritime gazetteer</li> </ul> <p>My search strategies were very simple, I did not utilize any tools as I did not want any limitations on my results.</p>
Describe how you iterated your search. Did you change search terms or strategies? Did you check for subject/thesaurus terms to use as new terms for your next search; look for an author who writes multiple pieces on your topic; identify a journal or other source that tends to publish on your topic; or conduct any citation tracing?
<p>The first thing I did was browse databases on the SU library website, as I had no idea where to locate map collections. After looking around I decided my best choice would be google scholar.</p> <p>My search terms did not change much, I went from searching maps first, then an atlas, and finally the gazetteer.</p>
What “buckets” (i.e., information containers, collections, or repositories) did you search and why?
I very briefly looked at ProQuest Congressional before moving exclusively to google scholar.
How did these “buckets” limit your search? What limitations (e.g., language, subject, author, format, geographical region) does the bucket impose on your search? What limitations might you have introduced into the search on your own through your choices (e.g. word selection, bucket selection)?
I used google so I would not have any limitations, I was not sure what I was looking for out of this source so I wanted every result I could get so I would be able to brows all of them to get a better idea and understanding of this source.

[4.1.8 Offers pointers, detailed search paths, and names of resources used to find the answer, so that patron can learn to answer similar questions on his/her own, when appropriate.]

Discernment [Strategy 2: Think Allowed; share failures, as well as successes]

*Citation of discarded source 1*

Wigal, D. (2014). *Historic Maritime Maps*. Parkstone International.

Description of source

This book is a collection of historical maritime navigational maps from around the world from the 10<sup>th</sup> to the 18<sup>th</sup> centuries.

#### Rationale for deselection

While a neat book on historic maritime navigational maps, these were not exclusively New England Maps, in fact I couldn't really find any New England maps in this book. That is not saying that they are not in there because another reason I chose not to give this book to my user is that all the maps in the book are extremely hard to read. The maps are old and handwritten by cartographers from around the world, they are all different, and inaccurate.

#### Citation of discarded source 2

Hayward, J. (1854). *A Gazetteer of the United States of America: Comprising a Concise*

*General View of the United States; Also, Its Mineral Springs, Waterfalls, Caves,*

*Beaches, and Other Fashionable Resorts.* James L. Gihon.

#### Description of source

This source is a gazetteer for the entire United States covering everything geographical, political, and environmental state by state. The book is divided by each state and covers some history of the states formation.

#### Rationale for deselection

This was another really cool source for anyone looking for American History, I choose to discard this for my user because, while the information about the states was good, It covered too much. I did not want to throw information about the entire country at my user when they only want New England and are struggling to narrow the scope of their research down.

#### Evaluation

##### Criterion 1: Authority

One issue I found with the authority is that as of now, December 2022, the publisher for this edition, Genealogical Publishing Company, it temporarily closed. That being said they are a reputable publishing company with 65+ years of experience in Genealogy & family history publishing. As for the author, it is the original author from the 1800's so it is hard to find information about him, but from looking at his others works he does seem to be knowledgeable in the area of this book.

##### Criterion 2: Objectivity, perspective, inclusiveness, and bias

For this work I did not come across any objectivity or bias of any kind, that being said It is a large book and I have not read over the entire thing and since it was written in the 1800's it is possible that there is bias and issues with inclusiveness, but I did not find any.

### *Criterion 3: Limitations*

For this book there are no limitations other than that this book is 520 and my user is a student with other projects and deadlines besides reading this for a project. Other than that, this book has full online access through google books allowing someone to read the entire thing with no pages omitted, also physical copies are available in multiple libraries I had checked.

### *Criterion 4: Scope and Comprehensiveness*

The entire reason I choose to show this gazetteer to my user is because of its scope and comprehensiveness. This gazetteer covers some 10,000 places across six states in New England in detail for each location giving a rich history for my user to pull information.

### *Criterion 5: Audience*

The audience of this work is for those interested in history and even genealogy, it is not a light read so it is primarily for people doing research or those very interested in history. If my user was in high school, I would not have recommended it but at a college level and higher where the target audience seems to be it should be fine.

### *Content addressing the user need*

How this book will help my users is to give them a better understanding and deeper look into New England. A gazetteer will allow them to have information about each state and the towns in those states. If the town is a coastal town or has any trade to do with maritime it is specifically mentioned. This is a specific example about a town Bolton Massachusetts, the gazetteer describes “its maritime situation renders it a place of considerable business in the coasting trade and fisheries”. From the research I have done, and from this book, New England Fisheries are a large part of the New England Maritime history. Some of the details that this book goes into is also really detailed, this is from a section about Bristol, Road Island “Still there is considerable maritime trade. It has 18 vessels engaged in the whale fishery, 15 or 20 sail in the merchant service, and a large number in the coasting trade”. It is passages like these that my user could get ideas from to start to investigate deeper research topics. [5A. Accesses relevant and accurate recorded knowledge and information; offers services responsive to individual expresses user needs.]

## Source 7: A Business Source

### APA citation

Magra, C. P. (2007). The New England Cod Fishing Industry and Maritime Dimensions of the American Revolution. *Enterprise & Society*, 8(4), 799–806. <https://doi.org/10.1093/es/khm081>

### Photo or screenshot



### Search process

Disclaimer! For this search process I pretended that my user has narrowed his topic down to the New England Cod Fishing Industry allowing me to locate a business history source. I was finding that the seven categories for this source section was very limiting trying to find broad information about all Maritime New England, even then the source I found may be pushing the boundaries of a business source.

Now about the search process, I started my search with some quick searches on google scholar just to see what would show up and I could grab any key words to search in library databases. It is this process that I found “Cod Fishing Industry”. Next was to find a business database but after looking at a few on the SU Library website I decided that none of them would really help with what I was looking for, so I went to JSTOR since it deals in many subject areas and I am very familiar with using it. [Strategy 3: [Show, Don't Tell](#); [Demonstrate the information-seeking process](#)]

Keyword/Phrase		Keyword/Phrase		Keyword/Phrase
Maritime Or Historic	AND	New England	AND	Businesses Or Maritime Companies
OR		OR		OR
History		Cod Fishing Industry		New England

OR		OR	OR
New England		Shipbuilding	
OR		OR	OR
Record your initial and follow-up search statements in the space below. Demonstrate and/or describe your search strategies (e.g., Boolean terms, truncation, phrase searches, faceted search limits).			
<p>My initial searches were the following:</p> <ul style="list-style-type: none"> <li>- Maritime New England Businesses OR industries</li> <li>- Historic New England Maritime Companies</li> <li>- History of Cod Fishing Industry in New England</li> <li>- New England Cod Fishing History</li> <li>- New England AND Shipbuilding</li> </ul> <p>The search phrase I used the most trying to find my source was “New England Cod Fishing History”</p>			
Describe how you iterated your search. Did you change search terms or strategies? Did you check for subject/thesaurus terms to use as new terms for your next search; look for an author who writes multiple pieces on your topic; identify a journal or other source that tends to publish on your topic; or conduct any citation tracing?			
The first thing I did was search google scholar to find some key words I could use to search databases in the SU library website. While searching I was checking the Subjects of journals to make sure they were business history or something close.			
What “buckets” (i.e., information containers, collections, or repositories) did you search and why?			
<p>Google Scholar JSTOR</p> <p>I used google scholar to get an idea of search terms before going to JSTOR since I knew I could find articles about history on just about all disciplines such as businesses histories.</p>			
How did these “buckets” limit your search? What limitations (e.g., language, subject, author, format, geographical region) does the bucket impose on your search? What limitations might you have introduced into the search on your own through your choices (e.g. word selection, bucket selection)?			
I did not have any limitations on my search except for one I used in JSTOR where I checked a box to only receive content I could access, this excluded content I could not download or read online, but this was perfect since my user prefers to read print/physical materials.			

[4.1.8 Offers pointers, detailed search paths, and names of resources used to find the answer, so that patron can learn to answer similar questions on his/her own, when appropriate.]

## Discernment [Strategy 2: Think Allowed; share failures, as well as successes]

### *Citation of discarded source 1*

Keir, M. (1918). Some Influences of the Sea upon the Industries of New England. *Geographical Review*, 5(5), 399–404. <https://doi.org/10.2307/207469>

### Description of source

This article looks at how the Sea and Maritime influenced the industries in New England. These industries include the Iron industry, lumber, distilling and refining, cotton, and shoe manufacturing. This is an article in the *Geographical Review*.

### Rationale for deselection

This was a very interesting source about the different business aspects of the New England Colonies but I choose to discard it because of the journal it was published in and the category of that journal, I was looking for a business history journal rather than a geographical history one to lend some credibility to the business source.

### *Citation of discarded source 2*

McFarland, R. (1911). *A History of the New England Fisheries: With Maps*. University of Pennsylvania.

### Description of source

This book was published in 1911, and looks at a history of New England Fisheries, it looks at a time period of when the area was first being colonized, through the American Revolution, and all the way up to the late 1800's

### Rationale for deselection

While I had really liked this source, it was a history written and published in 1911, this can lead to outdated information, as well as leave out some more current history so because of its publication date I choose to discard it.

## Evaluation

### *Criterion 1: Authority*

This article was published in the *Journal Enterprise & Society* and published by the Cambridge University Press. The journal has been publishing business history since 1959. The author Christopher P. Magra has published many books on maritime histories and works as a history professor at the University of Tennessee.

### *Criterion 2: Objectivity, perspective, inclusiveness, and bias*

I did not notice any biases in this article, the only major thing I noticed that could lead to some issues for some people is this source discusses some Catholic regions in Europe. Something else that could be considered bias is the argument the article is conveying,

that the New England Maritime industries resisting British commercial industries was a major part in the start the Revolutionary War.

#### *Criterion 3: Limitations*

The only limitations here are that my user will need access to his student login information for the SU library to have access to this source.

#### *Criterion 4: Content*

The content in this article is very good and well put together, while also being a little limited in its scope of time-period. The article is split into two parts essentially, with section 1 and 4 addressing the function of labor and capital in the fishing industries and how that contributed to the war. The second part is section 2 and 3 where the focus was why the New England Fishing Industry, both men and women, were willing and ready to resist the British.

#### *Criterion 5: Scope and Comprehensiveness*

The Scope of this article is not terribly large, which depending on how my user uses this source could be a good or bad thing. The source definitely defines a “watershed” moment for the history of fishing industries in New England and show just how impactful it was to the revolutionary war, you wouldn’t think that cod fishermen and there fishing boats could do a lot but you’d be wrong.

#### *Content addressing the user need*

For this source my user has narrowed his topic to the history of the New England fishing industry. This source will provide my user with how the Fishing industry interacted with other historical events, and how it grew and its importance to New England. “Between 1768 and 1772, fish contributed 35 percent of New England’s total export revenue, making it the single most valuable export product for the entire region at this time.” (Magra 799).

“Chapters one and four examine how labor and capital in the fishing industry functioned, and how each contributed to the Revolutionary War. Chapters two and three focus on why members of the fishing industry, merchants, and workers, were willing to resist British authority during the imperial crisis.” (Magra 806). This last quote basically explains the content of the article in a few sentences and why this will benefit my user, giving them a view of how the fishing industry impacted the future of the US. [5A.

*Accesses relevant and accurate recorded knowledge and information; offers services responsive to individual expresses user needs.]*

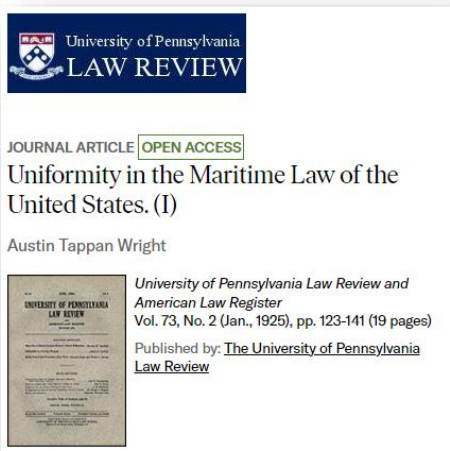
## Source 8: Legal Source

### APA citation

Wright, A. T. (1925). Uniformity in the Maritime Law of the United States. (I). *University of Pennsylvania Law Review and American Law Register*, 73(2), 123–141.

<https://doi.org/10.2307/3314593>

### Photo or screenshot



### Search process

Much like source 7, for this source I had to pretend that my user has just narrowed his topic down and has started looking for sources on Piracy in New England, and maritime law, allowing me to search for a Law source that actually fits my user’s needs. Sources 6-8 were limiting so I had to get creative. My initial searching started in google scholar trying to find key words to search with before heading to the SU Library databases, instead of searching for a Law database I went straight to JSTOR again for their large discipline selection, this did run me into some problems where return results had nothing to do with maritime law, but I refined my searches until those resources stopped showing up. I started my search with generic maritime law searches and found a few things but switched to searching for New England Piracy sources before deciding to go back to maritime law. [Strategy 3: Show, Don't Tell; Demonstrate the information-seeking process]

Keyword/Phrase		Keyword/Phrase		Keyword/Phrase
History	AND	Maritime Law	AND	US Or United States
OR		OR		OR



New England Or "New England"		Piracy		
OR		OR		OR
OR		OR		OR
Record your initial and follow-up search statements in the space below. Demonstrate and/or describe your search strategies (e.g., Boolean terms, truncation, phrase searches, faceted search limits).				
<p>My searches were:</p> <ul style="list-style-type: none"> <li>- Maritime Law (on google scholar)</li> <li>- History of Maritime Law in US OR United States</li> <li>- History of maritime law</li> <li>- "New England" Maritime Law</li> <li>- Piracy in New England</li> <li>- Piracy in "New England"</li> <li>- "New England" Piracy</li> </ul> <p>My search terms changed a lot while searching for a law source, I went through many different searches trying to find the rite source that was limited to the US and not national law.</p>				
Describe how you iterated your search. Did you change search terms or strategies? Did you check for subject/thesaurus terms to use as new terms for your next search; look for an author who writes multiple pieces on your topic; identify a journal or other source that tends to publish on your topic; or conduct any citation tracing?				
For this source I started by searching simple search terms on google scholar trying to get some better search terms I could use in a database on the SU library site. Mostly I tried to identify journal subjects, it the journal or source was not a law source I did not look at it.				
What "buckets" (i.e., information containers, collections, or repositories) did you search and why?				
I first searched google scholar to find search terms, I then used JSTOR for the rest of my search to find sources.				
How did these "buckets" limit your search? What limitations (e.g., language, subject, author, format, geographical region) does the bucket impose on your search? What limitations might you have introduced into the search on your own through your choices (e.g. word selection, bucket selection)?				
I did not encounter any limitations, it was the opposite, I was finding sources that had nothing to do with what I was searching for, when searching for New England Maritime Law, I got sources about English language, after that I imposed limitations myself on my searches using quotations on words such as "New England".				

[4.1.8 Offers pointers, detailed search paths, and names of resources used to find the answer, so that patron can learn to answer similar questions on his/her own, when appropriate.]

## Discernment [Strategy 2: Think Allowed; share failures, as well as successes]

### *Citation of discarded source 1*

Burgess, D. R. (2012). A Crisis of Charter and Right: Piracy and Colonial Resistance in

Seventeenth-Century Rhode Island. *Journal of Social History*, 45(3), 605–622.

### Description of source

This source discusses piracy in and around Road Island, but also mentions piracy in New England. This article focuses on the relationship between New England and Britain and how a century before the revolutionary war, piracy created tensions between the two. The article focuses on how this was an early rebellion that created new laws regarding piracy in the colonies.

### Rationale for deselection

I choose to discard this source because it was the first one I had found, and thought it was too limiting, while it did talk about New England colonies over all there was a real focus on Road Island which is too specific to my users narrowed topic of New England Maritime law and piracy. After this source I decided that I wanted an overall explanation of maritime law in the US for my user.

### *Citation of discarded source 2*

Smith, R. W. (1981). The Maritime Boundaries of the United States. *Geographical Review*, 71(4),

395–410. <https://doi.org/10.2307/214505>

### Description of source

This source goes into detail about the changing maritime boundaries of the United States and talks about laws passed and proposed in history regarding US coastal waters and industries. The article goes heavily into US fishery zones, and the law implications of going outside of those zones or having other nations in the boarder zones.

### Rationale for deselection

I chose to discard this source because, while it was limited to the US and US maritime relations with other countries, it was limited in its discussion of maritime law. Laws were discussed like how new laws were passed in relation to us costal borders and territory, but the over all maritime law was lacking.

## Evaluation

### *Criterion 1: Authority*

This article was published in The University of Pennsylvania Law Review, this is a journal that has been published since 1852, all be it under some different names. This journal focuses on the subject of law. The Author, Austin Tappan Wright, was an

American legal scholar, and authored many other articles and books on the subject of law.

*Criterion 2: Objectivity, perspective, inclusiveness, and bias*

Like with any old text I expect there to be some level of bias, this article is from 1925, and appears in a Law journal strictly publishing Law articles so there is a level of bias there. The perspective is from the single point of view of the author.

*Criterion 3: Limitations*

Like with most other sources the limitation for this article is that it was found on JSTOR so my user will need access to his student ID and password to login onto the library site to view the article.

*Criterion 4: Content*

The content for this source is very well put together. The article is divided into three sections or features of the establishment and development of maritime law. With the third feature still up for debate and consideration as of 1925. The article goes over many theories about the establishment of different maritime laws in relation to many aspects such as, trade relations, wars, country alliances, changing borders.

*Criterion 5: Scope & Comprehensiveness*

The scope and comprehensiveness is one of the reason I chose this article. The article starts by giving some history into general maritime law, such as the beginnings of proper maritime laws in the Middle Ages and how maritime laws grew as nations did. Then the articles goes into the history of maritime law in the United States starting from when North America was starting to be settled.

*Content addressing the user need*

I chose this source for my user because he just recently narrowed his topic to Piracy in New England, and maritime law. This source is an over all review of maritime law in the united state up until 1925. This article, being published in 1925, will give my user some knowledge on the history of maritime law and how it changed through US history. This article will also give my user knowledge of terms used in maritime law.

“there was a body of sea law, more or less incomplete and imperfect, no doubt, and with variations from place to place, but prevailing generally throughout the civilized maritime world, more striking in its similarities than the local differences” (Wright 127).

“Maritime law reflected conditions of trad by sea. They were international and so was it. Maritime trade established contacts between men of different nations and maritime custom or law, following the trader” (Wright 127).

The source is also broad starting out but then narrows to focus on the US.

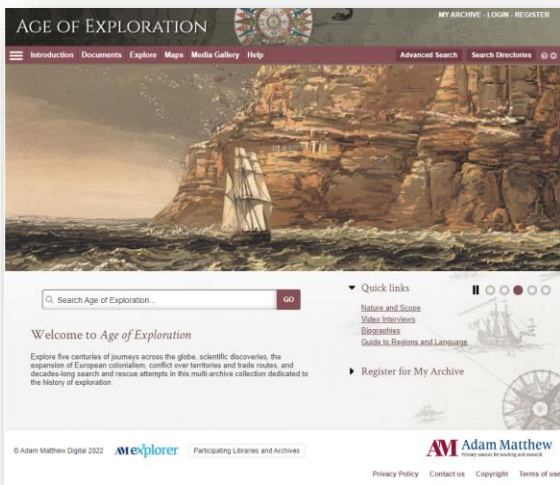
“The beginnings of admiralty and maritime law as we know it today are to be found in the Middle Ages, and from the start, to speak generally, such law has been international in nature” (Wright 126). [5A. Accesses relevant and accurate recorded knowledge and information; offers services responsive to individual expresses user needs.]

## Source 9: A database or index, ideally subject specific

### APA citation

Adam Mathew Digital. (n.d.). *Age of Exploration* [database]. Retrieved from <https://www-exploration-amdigital-co-uk.libezproxy2.syr.edu/> .

### Photo or screenshot



### Search process

For this source there was really no search process, I found this source through the list of databases from RIS6 like the syllabus suggested. The most I did was limit the list of databases on the SU Library website by only allowing historical databases to show. I will explain my thoughts about this source before and while going in. I knew I wanted to find a historical database so immediately JSTOR and America: History & Life came into mind, after looking at JSTOR I decided that it simply had too much on it and wanted something more subject specific, while looking on the list of databases on Syracuse Library site for America: History & Life I found the database Age of Exploration and choose that as the database. [Strategy 3: [Show, Don't Tell; Demonstrate the information-seeking process](#)] [4.1.8 Offers pointers, detailed search paths, and names of resources used to find the answer, so that patron can learn to answer similar questions on his/her own, when appropriate.]

Discernment [Strategy 2: [Think Allowed; share failures, as well as successes](#)]

### Citation of discarded source 1

ITHAKA. (n.d.). *JSTOR* [database]. Retrieved from <https://www-jstor-org.libezproxy2.syr.edu/action/showBasicSearch> .

### Description of source

JSTOR is an academic database with access to millions of journal articles, books, and primary sources in many different disciplines.

#### Rationale for deselection

I chose to discard this source simply because the subject range is very large, JSTOR is quite popular, and I would be surprised if my user has not already known about it anyways. I wanted a source that was more subject specific for my user since his topic was broad as it stands, I did not want to throw any unneeded information at him.

#### *Citation of discarded source 2*

EBSCOhost. (n.d.). *America: History & Life*. [database]. Retrieved from <https://web-s-ebSCOhost-com.libezproxy2.syr.edu/ehost/search/advanced?vid=0&sid=759253a1-2686-4b48-8ae2-f7962f1e7cb8%40redis> .

#### Description of source

America: History & Life is a database through EBSCOhost, this database has articles and books covering histories on the US and Canada.

#### Rationale for deselection

I choose to discard this database for two reasons, the first is that its interface is a little hard to understand and work at first, secondly, I had decided to check for another database so that I would have three different ones to compare and decide on and found the one I decided to go with that I thought was better for my user.

#### Evaluation

##### *Criterion 1: Authority*

Age of Exploration is hosted by the hosting company Adam Matthew, they are a company specializing in archival materials and are passionate about combining technology with archives. They also publish primary source materials after working on them to allow them to be in a state to be scanned or have copies made.

##### *Criterion 2: Objectivity, perspective, inclusiveness, and bias*

As for objectivity and bias there isn't any in this database that I could find, apart from it simply being subject specific to maritime exploration.

##### *Criterion 3: Limitations*

The limitation for this database is a subscription, but the SU library does have a subscription so my user will be able to access it provided they know their student login information. My user will also need access to the internet to view the database and they will be unable to print anything off to read.

##### *Criterion 4: Interface*

A database is only as useful if you know how to navigate it and an easy-to-use database is important for my user who may not be well versed with databases. The database was very easy to navigate, and easy to start an initial search since the search box is on the home page in the center of the screen. It was also very simple to limit your searches to find more precise information.

*Criterion 5: Content*

I chose to use this database over others because of its content, it is a database that has information from 5 centuries of maritime exploration and history. The database is heavily focused on European exploration and maritime history, but when searching you can limit the documents and information by 16 different regions, when limiting by just North America there is still hundreds of documents for my user on many different topics.

Content addressing the user need

I choose the database *Age of Exploration* for my user because it is subject specific to maritime history, 5 centuries of history to be exact from scientific discoveries to European colonialism and even historic search and rescue attempts, this database covers a lot which is good for helping my user narrow down their topic.

This database also has many different formats for its information, below is a screen shot of the drop-down menus of the database. My user will have access to primary documents, maps, images, videos, biographies, and others historians' essays. [5A. *Accesses relevant and accurate recorded knowledge and information; offers services responsive to individual expresses user needs.*]

<p>Introduction</p> <p>Nature and Scope</p> <p>Selection Criteria</p> <p>Take a Tour</p> <p>Editor's Choice</p> <p>Editorial Board</p> <p>Participating Libraries</p> <p>Copyright Information</p>	<p>Documents</p> <p>View all Documents</p> <p>Advanced Search</p>	<p>Explore</p> <p>Essays &amp; Video Interviews</p> <p>Interactive Chronology</p> <p>Biographies</p> <p>User Guides</p>	<p>Maps</p> <p>Interactive Map</p> <p>Map Gallery</p>	<p>Media Gallery</p> <p>Image Gallery</p> <p>Video &amp; Audio</p>	<p>Help</p> <p>Page by Page Guide</p> <p>FAQ</p> <p>Teaching</p> <p>Terms of Use</p> <p>Privacy Policy</p> <p>Contact Us</p>
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Below are some of the sources found in the database:

	<p><a href="#">A collection of voyages (volume 1)</a> </p>	<p>1729</p>	<p>Central &amp; South America; Circumnavigation; North America; South East Asia; East Asia; Pacific; Africa; Australasia</p>
--	--	-------------	---

	<p>Select Image</p> <p>Title: New England</p> <p>Date: 1600-1601</p> <p>Image From: <i>Samuel Purchas his Pilgrimes, or the Relations of the World, and the Discoveries, Discoveries, Discoveries, Discoveries</i></p> <p>Image Type: Engraving, Map</p> <p>Theme: Navigation, Surveying, Early Exploration, Settlements</p> <p>Region: North America</p> <p>Reference: <i>US:NY:HF 100 v.2</i></p> <p>Copyright: The Newberry Library</p>
--	--

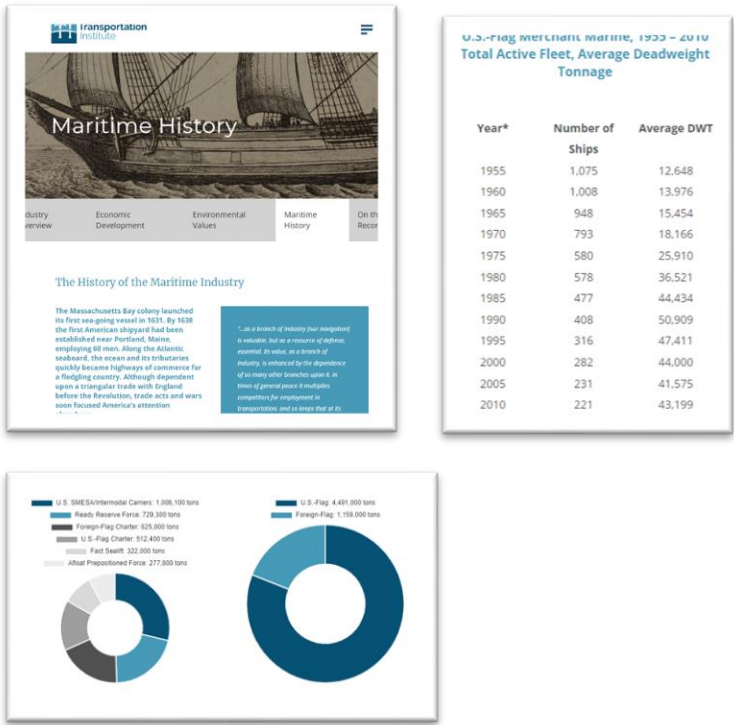
Source 10: A data or statistics source

APA citation

gss-dev-1. (2019, October 15). *Maritime History* | *Transportation Institute*.

<https://transportationinstitute.org/know-our-industry/maritime-history/>

Photo or screenshot



Search process

For this source I had an idea of what I wanted before I started and that was an interactive data and statistics source, but I was unable to find one that I was happy with. My search phrases started with “Interactable maritime history statistics OR data” and changed to “maritime history statistics” once I decided that the interactable source was not working out. For data websites I stuck with only checking .gov, .org, and .edu. Ideally, I wanted a .gov or .org website for my data source. [Strategy 3: Show, Don't Tell; Demonstrate the information-seeking process]

Keyword/Phrase		Keyword/Phrase		Keyword/Phrase
Maritime	AND	History	AND	Statistics
OR		OR		OR
interactable		maritime history		Statistics Or



			Data
OR		OR	OR
OR		OR	OR
Record your initial and follow-up search statements in the space below. Demonstrate and/or describe your search strategies (e.g., Boolean terms, truncation, phrase searches, faceted search limits).			
<p>I only used two search phrases for this search</p> <ul style="list-style-type: none"> <li>- Maritime history statistics</li> <li>- Interactable maritime history statistics OR data</li> </ul>			
Describe how you iterated your search. Did you change search terms or strategies? Did you check for subject/thesaurus terms to use as new terms for your next search; look for an author who writes multiple pieces on your topic; identify a journal or other source that tends to publish on your topic; or conduct any citation tracing?			
Not a lot changed while searching for this source, for this source I located it with simple google searches since I wanted an interactive website.			
What "buckets" (i.e., information containers, collections, or repositories) did you search and why?			
For this search I only used google.			
How did these "buckets" limit your search? What limitations (e.g., language, subject, author, format, geographical region) does the bucket impose on your search? What limitations might you have introduced into the search on your own through your choices (e.g. word selection, bucket selection)?			
I did not impose any limitations on my search nor did I run into any limitations for this source.			

[4.1.8 Offers pointers, detailed search paths, and names of resources used to find the answer, so that patron can learn to answer similar questions on his/her own, when appropriate.]

Discernment [Strategy 2: Think Allowed; share failures, as well as successes]

*Citation of discarded source 1*

Data & Reports | MARAD. (n.d.). Retrieved November 25, 2022, from

<https://www.maritime.dot.gov/data-reports>

#### Description of source

This is the website for the US Department of Transportation Maritime Administration. This part of the website allows the user to explore Data & Reports from MARAD. The data on the site is in four categories: Vessel Fleet Lists, U.S. Vessel Movements and Port Calls, U.S. International Trade, Historical Data.

#### Rationale for deselection

I choose to discard this because even though the website says they show historical data, which my user is most interested in, the historical data only goes as far back as 1990 that I was able to find.

#### Citation of discarded source 2

McCracken, P. (n.d.). *Maritime History on the Internet – National Maritime Historical Society*.

Retrieved November 25, 2022, from <https://seahistory.org/maritime-history-on-the-internet/>

#### Description of source

This is a website for the National Maritime Historical Society, under their resources tab. This section has a lot of different blog posts on various maritime topics.

#### Rationale for deselection

The reason for discarding is that this source at first looked like it was what I was looking for, but after exploring it I found that it was not. I was looking for an interactive data and statistics source on maritime history, what I found was a blog post about phone apps for maritime history. This is definitely a resource I would show to my user because I believe that phone apps for a college student about history would be appreciated, but this source does not work as my data source.

#### Evaluation

##### *Criterion 1: Authority*

This website is the main website for the Transportation institute, it is a non-profit organization that does maritime research, education, and promotions. The company works in all aspects of US maritime industry from deep-sea, foreign, and domestic shipping routes, and operations in lakes and the waterways of inland North & South America. The section of the website I provided for my user if the Maritime History section, but I was unable to find an author for the section.

##### *Criterion 2: Objectivity, perspective, inclusiveness, and bias*

The only bias I was able to find for this was that this website really only focuses on the US maritime trade, which is to be expected because that is what they say they focus on in their about section but it was the only bias I could find.

### *Criterion 3: Limitations*

Limitations are, if my user does not print out the webpage they will need access to the internet to view it, they had also mentioned in the reference interview that they prefer physical resources over viewing on a computer so this is a limitation.

### *Criterion 4: Currency*

I chose this website for its historical data and statistics, but the maritime history field is always changing. I was unable to tell when or how often the data is updated but the website was last updated in 2020, which a two-year difference when dealing with history is not that large. As for the information itself, the most recent statistical date I could locate was from 2017.

### *Criterion 5: Content*

The content of this data source is very well put together, and perfect for my user. It is done in the style of an article ranging from data from 1789 all the way to 2017. It is also a very easy read not just being a bunch of number and stats on the screen, it mentions history tied to the data and explains its relevance and importance.

### *Content addressing the user need*

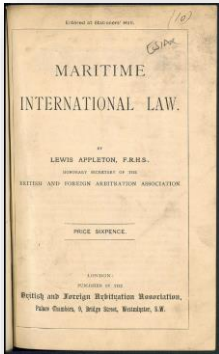
This data source will be a good tool to aid my user in narrowing down their topic. I chose this data source because it is broad, ranging in data from 1784 when “the New York merchant ship EMPRESS OF CHINA crossed the Atlantic and rounded the Cape of Good Hope, bound for macao to open up the fabulously profitable China trade” (Transportation Institute, 2019) all the way up to 2017 when Puerto Rico was hit with a hurricane and the US maritime industry was used to transport 35 million pounds of cargo to aid in deserter relief. The website also deals a lot with US naval war statistics from many different conflicts as well. [5A. Accesses relevant and accurate recorded knowledge and information; offers services responsive to individual expresses user needs.]

## Source 11: A Primary or Archival Source

### APA citation

Appleton, Lewis. (1890). *Maritime international law* [Pamphlets]. British and Foreign Arbitration Association,. <https://jstor.org/stable/60236348>

### Photo or screenshot



### Search process

My search process started with trying to locate a database of Primary and archival sources, I first went to google scholar trying to see if I could get any quick results but left that idea quickly to go to the SU library databases. Once there I limited the databases to history, then further limited them to archival databases. I used 3 databases; American History 1493-1945, JSTOR, and America: History & Life. In all 3 databases my search terms were the same “New England” (in the title) AND Maritime (as subject) AND History. This search term changed a lot as I tried different strategies for better results. [Strategy 3: [Show, Don't Tell; Demonstrate the information-seeking process](#)]

Keyword/Phrase		Keyword/Phrase		Keyword/Phrase
New England Or "New England"	AND	Maritime Or Costal	AND	History
OR		OR		OR
New England		Maritime		History
OR		OR		OR
Maritime	AND	New England	AND	History
OR		OR		OR

Record your initial and follow-up search statements in the space below. Demonstrate and/or describe your search strategies (e.g., Boolean terms, truncation, phrase searches, faceted search limits).
<p>My initial search term was simple</p> <ul style="list-style-type: none"> <li>- New England AND Maritime OR Costal AND History</li> </ul> <p>From this search term is there I branched off experimenting by switching the terms or limiting the terms to areas like having “New England” in the title of the sources.</p> <ul style="list-style-type: none"> <li>- “New England” (in the title) AND Maritime (as subject) AND History</li> </ul>
Describe how you iterated your search. Did you change search terms or strategies? Did you check for subject/thesaurus terms to use as new terms for your next search; look for an author who writes multiple pieces on your topic; identify a journal or other source that tends to publish on your topic; or conduct any citation tracing?
<p>My search strategies did not change but my search terms changed a lot, I stuck with 3 different databases for this source and used the same search terms in all of those databases.</p>
What “buckets” (i.e., information containers, collections, or repositories) did you search and why?
<p>Google Scholar          American History 1493-1945          JSTOR          America: History &amp; Life</p>
How did these “buckets” limit your search? What limitations (e.g., language, subject, author, format, geographical region) does the bucket impose on your search? What limitations might you have introduced into the search on your own through your choices (e.g. word selection, bucket selection)?
<p>I imposed a lot of limits on my search when looking for a primary source. My first limit was I only wanted documents, primary sources, and archival materials to show up. The next limit, I was finding that a lot of the results would be about maritime topics but not really New England so I added that “New England” needed to be in the title of the document and maritime was the subject.</p>

[4.1.8 Offers pointers, detailed search paths, and names of resources used to find the answer, so that patron can learn to answer similar questions on his/her own, when appropriate.]

## Discernment [Strategy 2: Think Allowed; share failures, as well as successes]

### *Citation of discarded source 1*

*Journal of an intended voyage on board the ship Newport packet: With Gods [illegible] from London to Rhoad Island in New England. (1750).*

<http://www.americanhistory.amdigital.co.uk/Documents/Details/GLC02139>

### Description of source

This source is logbook by Commander Able Mitchener for a ship that traveled from London to Rhode Island in 1750.

### Rationale for deselection

The reason I choose to discard this source is for the same reason that the description of the source is not that long, I was unable to read enough of the old English cursive handwriting to get a good idea of the source. The title of the source looked good and looked like an interesting source but I was unable to read it, and if I am unable to my user definitely would not be able too.

### *Citation of discarded source 2*

*A proclamation issued by President Abraham Lincoln concerning the effects of insurrection on maritime commerce. (1861).*

<http://www.americanhistory.amdigital.co.uk/Documents/Details/GLC00674#Snippits>

### Description of source

This source discusses how the insurrection in the states of South Carolina, Georgia, Alabama, Florida, Mississippi, Louisiana, and Texas how effects the value of maritime ports in the US and the lawful citizens who were trying to work at those ports. In this document President Lincoln discusses naval blockades of ports and declares any vessel that interferes with US (Union and confederate) merchant vessels an act of piracy.

### Rationale for deselection

I first need to say that this would be a source I will give to my user on the side and not as part of their project. For anyone interested in American Maritime History this is a cool source. I choose to discard it however because I felt that its time-period was too limited, it only deals with the maritime history in the scope of the American civil war. While a good source I do not want to influence the time-period my user chooses to study.

## Evaluation

### *Criterion 1: Authority*

Judging the Authority on this primary source was tricky, I was unable to find much about the publisher The British and Foreign Arbitration Association and the author Lewis Appleton. They did publish other pamphlets of different political topics.

*Criterion 2: Objectivity, perspective, inclusiveness, and bias*

The largest bias by far was that this source painted Britain in a very favoring light when discussing maritime international law. The perspective is also from the point of view from the British regarding international law.

*Criterion 3: Limitations*

The largest limitation is that this source is from JSTOR, given that my user is a student they have access to JSTOR through the school library but for others, or if my student loses their account password or access for some reason, they will not be able to view it.

*Criterion 4: Content*

The content for this primary source has the same issue as all other historical primary sources in that they are too specific. This one source only looks at maritime international law, but it does have some other historical information in there like how the US interact with other maritime nations of the 1800's. I choose this one for my user because it was the least restricting primary source, I was able to locate.

*Criterion 5: Format*

Primary sources can be hard to read, many are handwritten in old English, some are simply scans of the original document where the text is messed up, and others just the old English alone can be hard to read. This alone is not friendly to people still learning how to be a historian, and can not be fun to read when trying to pull small amounts of information for a paper.

*Content addressing the user need*

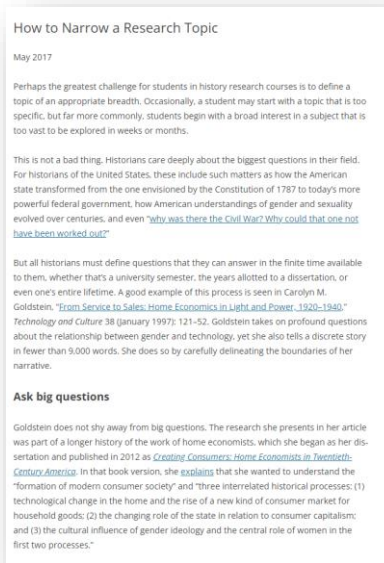
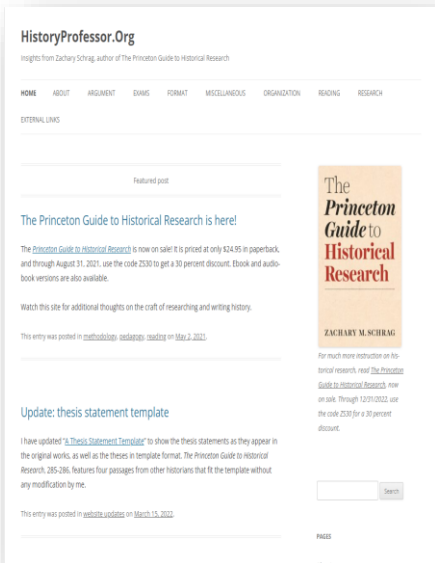
I want to start by saying that at this point in my users research I am not sure I would recommend primary sources until they have narrowed their topic. This source discusses some history about Maritime law from the era of the Roman Empire up to the 1800's. The source also brings up the maritime law topic of piracy, privateering, and blockades. I choose this source for my user because this source brings up how the United States interacted with these maritime laws in the section titled "Action of the United States". While this source is not perfect, it mentioned other nations such as Russia and France a lot as well, the viewpoints from the US and their ideals about the Navy and Maritime law are fascinating enough. "For it could hardly be expected that the United States, with a comparatively small Navy, could consent to the abolition of privateering, while European nations could, with their Naval Fleets, and flotillas of gun-boats, plunder, burn, and destroy the Merchant Marine of the enemy." I believe that this source does a decent job of showing the Naval powers of the United States in the late 1800's. My hopes are that this source will provide my user with a little historical context for the maritime history of the US and be able to see how the history was shaped. [5A. Accesses relevant and accurate recorded knowledge and information; offers services responsive to individual expresses user needs.]

## Source 12: A website

### APA citation

HistoryProfessor.Org. (n.d.). HistoryProfessor.Org. Retrieved November 22, 2022, from <https://historyprofessor.org/>

### Photo or screenshot



## Search process

My initial search strategy was to use Google. This is the search engine that my user, and myself, are most familiar with so it would be the easiest for myself and my user to go back and search. I was not sure what kind of website to search for initially if it was going to be a history website about maritime history, or a how-to website on how to narrow down a research topic. I decided that a simple how-to website would benefit my user the most and that I should save the historical information for proper sources.

[Strategy 3: Show, Don't Tell; Demonstrate the information-seeking process]

Keyword/Phrase		Keyword/Phrase		Keyword/Phrase
	AND		AND	
OR		OR		OR
OR		OR		OR
OR		OR		OR
OR		OR		OR

Record your initial and follow-up search statements in the space below. Demonstrate and/or describe your search strategies (e.g., Boolean terms, truncation, phrase searches, faceted search limits).

My first search was the search where I found a perfect website for my user. I also used this phrase for my third round of searches.

- How to narrow down historical research topic?



<p>My second search was.</p> <ul style="list-style-type: none"><li>- Mystic Sea Port Museum</li></ul> <p>After I found the first website, I wanted to still check around for others that may be better, I also switched topics of the website for this search.</p>
<p>Describe how you iterated your search. Did you change search terms or strategies? Did you check for subject/thesaurus terms to use as new terms for your next search; look for an author who writes multiple pieces on your topic; identify a journal or other source that tends to publish on your topic; or conduct any citation tracing?</p>
<p>My search terms and strategies did not change much, I changed my search term once when I explored a different search topic but quickly went back.</p>
<p>What “buckets” (i.e., information containers, collections, or repositories) did you search and why?</p>
<p>I only used Googles search engine for this source</p>
<p>How did these “buckets” limit your search? What limitations (e.g., language, subject, author, format, geographical region) does the bucket impose on your search? What limitations might you have introduced into the search on your own through your choices (e.g. word selection, bucket selection)?</p>
<p>I used Google so I would have very little limitations, I did not impose any limitation onto my website searches I wanted to be able to explore as many site at first before narrowing down, but I found a great website in my first search that I did not have time to find limitations.</p>

[4.1.8 Offers pointers, detailed search paths, and names of resources used to find the answer, so that patron can learn to answer similar questions on his/her own, when appropriate.]

Discernment [Strategy 2: Think Allowed; share failures, as well as successes]

*Citation of discarded source 1*

*Mystic Seaport Museum—Maritime Museum in Mystic, CT.* (n.d.). Mystic Seaport Museum. Retrieved November 22, 2022, from <https://www.mysticseaport.org/>

Description of source

This is the official website for the Mystic Seaport Museum in Mystic, CT. The website allows you to explore the museum exhibits that they currently have on display, and it also allows you to view their seaport village and shipyard where they have story tellers and live historic displays.

#### Rationale for deselection

Since the start of finding sources this museum website has been in the back of my mind because I thought it would be a good source. After looking at the website it was not as informative as I would have liked. While it does let you view some exhibits, it mostly brings you to a short article often with no pictures. The website is a large information panel for the museum which I guess is to be expected but for that reason I will be discarding it and just tell my user to visit the museum in person.

#### Citation of discarded source 2

Labaree, R. V. (n.d.). *Research Guides: Organizing Your Social Sciences Research Paper: Narrowing a Topic Idea* [Research Guide]. Retrieved November 22, 2022, from <https://libguides.usc.edu/writingguide/narrowtopic>

#### Description of source

This is the website for the University of Southern California libraries.

#### Rationale for deselection

This website does have a lot of good information and tools, however when I found the website it was as a tool for my user to help narrow down his research topic. There is a guide for how someone can narrow their topic but when trying to find the guide from the website home page it is hard to navigate. The other reason for discarding this website is also that I had simply found a better one before this website.

#### Evaluation

##### Criterion 1: Authority

This website was created and maintained by Zachary M. Schrag, a professor of history at George Mason University, and the author of *The Princeton Guide to Historical Research* published by the Princeton University Press.

##### Criterion 2: Objectivity, perspective, inclusiveness, and bias

With this website as far as bias and objectivity go, I was unable to find any. The advice and guides are meant for and designed for undergraduate and graduate students of United States History, while these guides can be used for any historical research the examples Schrag uses are based in US history, so those outside the US history field will have to get creative.

##### Criterion 3: Limitations

For limitations about the website there are no major limitations. You will need a device with internet access, preferably a computer since they have larger screens which will make the site easy to navigate and read, a quick check on my phone shows that the website seems to have no mobile support.

#### *Criterion 4: Format*

The format of this website is very simple, well put together and easy to follow and read. Every page is accessed and organized through drop down menus making things easy to find and navigate.

#### *Criterion 5: Audience*

The website is a great tool for any undergraduate or graduate student conducting historical research, even if the primary audience is US history students, and student of history can use the guides and tools on the website

#### Content addressing the user need

The section of the website under the research tab titled “How to narrow a Research Topic” is what will really help my user. “Knowing *whom* you are looking for in history can tell you *what* you are looking for in an archive. In an ideal world, you would be able to find the voices of all your main characters directly, in the form of letters, diaries, memoirs, or even the opportunity to interview them. Barring that, you can look for sources in which your people show up frequently.”

This website also has thesis statement templates, formatting check lists, guides on how to read primary sources, guides for extracting information. Below are some screenshots of the dropdown menus to see just some of what the website had to offer to help my user.

CRITICAL READING

EXAMPLES OF CRITICAL READING

**HOW TO NARROW A RESEARCH TOPIC**

HOW TO READ A PRIMARY SOURCE

HOW TO RESEARCH A HISTORY PAPER

HOW TO SHARE A PRIMARY SOURCE

HOW TO WRITE A PROSPECTUS

IMAGE ANALYSIS

A THESIS STATEMENT TEMPLATE

DIALECTICAL THESIS STATEMENTS

ELEMENTS OF A THESIS STATEMENT

HOW TO WRITE AN ESSAY

HOW TO WRITE AN OUTLINE

THE ANATOMY OF A 30-PAGE PAPER

THE ANATOMY OF A TEN-PAGE PAPER

TOPIC SENTENCES

THE ANATOMY OF A PARAGRAPH

The guide on how to narrow a research topic follows along with another historian's research process "But all historians must define questions that they can answer in the finite time available to them, whether that's a university semester, the years allotted to a dissertation, or even one's entire lifetime. A good example of this process is seen in Carolyn M. Goldstein, "[From Service to Sales: Home Economics in Light and Power, 1920–1940](#)," The website brings up the work of Carolyn M. Goldstein a lot. [5A. [Accesses relevant and accurate recorded knowledge and information; offers services responsive to individual expresses user needs.](#)]

Source 13: An audio/visual/multimedia source

APA citation

Susan Donnelly (Director). (2021, April 22). *Out to Sea: Researching Mariner Ancestors in New England*. AmericanAncestors. <https://www.youtube.com/watch?v=v06YjwEiHF4>

Photo or screenshot



Search process

For this source I wanted to find a video or even documentary for my user to watch, for this I searched YouTube first before going to some databases on the SU library website, and even checking the Mystic Sea Port Museum, since I knew they have maritime documentaries, but after searching YouTube I was finding some good videos, so I mostly stuck with YouTube. My search phrasing changes slightly, mostly I changed around my phrasing trying to get different results, I also went into incognito mode on Google to see if that also returned different results but it did not. [Strategy 3: [Show, Don't Tell](#); [Demonstrate the information-seeking process](#)]

Keyword/Phrase		Keyword/Phrase		Keyword/Phrase
Maritime	AND	New England	AND	
OR		OR		OR
New England		Maritime		History
OR		OR		OR
Maritime		history		New England
OR		OR		OR

New England Maritime		Documentaries Or Videos		
Record your initial and follow-up search statements in the space below. Demonstrate and/or describe your search strategies (e.g., Boolean terms, truncation, phrase searches, faceted search limits).				
<p>For this search I went through a lot of search phrases</p> <ul style="list-style-type: none"> <li>- Maritime New England</li> <li>- New England Maritime History</li> <li>- Maritime History of New England</li> <li>- New England Maritime documentaries</li> <li>- New England Maritime videos</li> <li>- Mystic Sea Port Museum maritime documentaries</li> </ul>				
Describe how you iterated your search. Did you change search terms or strategies? Did you check for subject/thesaurus terms to use as new terms for your next search; look for an author who writes multiple pieces on your topic; identify a journal or other source that tends to publish on your topic; or conduct any citation tracing?				
<p>My search strategy did not change as much as I planned on it changing. I first went to YouTube to see what I could find there then planned on searching SU library databases for historical videos or documentaries, but I was finding a lot of good videos on YouTube so I only briefly checked the SU library. I did search for Mystic Sea Port Museum videos and National Geographic videos but did not come up with anything I wanted to use.</p>				
What “buckets” (i.e., information containers, collections, or repositories) did you search and why?				
<p>I searched</p> <ul style="list-style-type: none"> <li>- Youtube</li> <li>- Mystic Sea Port Museum website</li> <li>- Syracuse Library Catalog</li> <li>- JSTOR</li> <li>- Age of Exploration</li> <li>- Google Videos</li> </ul>				
How did these “buckets” limit your search? What limitations (e.g., language, subject, author, format, geographical region) does the bucket impose on your search? What limitations might you have introduced into the search on your own through your choices (e.g. word selection, bucket selection)?				
<p>The most limiting bucket was the databases, they had little to no videos about maritime new England.</p>				

[4.1.8 Offers pointers, detailed search paths, and names of resources used to find the answer, so that patron can learn to answer similar questions on his/her own, when appropriate.]

## Discernment [Strategy 2: Think Allowed; share failures, as well as successes]

### *Citation of discarded source 1*

16mm Educational Films (Director). (2015, May 1). *New England Sea Community—History*.

[https://www.youtube.com/watch?v=sL0cqHz\\_nt4](https://www.youtube.com/watch?v=sL0cqHz_nt4)

### Description of source

This videos shows the viewer what it would have been like living in a “old fashion” New England Sea Community. This video brings up stuff like the fishing boats people would have used, the fishing industry and its importance to the people and communities, costal towns, what life was like at sea, etc...

### Rationale for deselection

This source was very old and hard to find authority for which are the two main reasons for deselecting it. It also just was not quite what I was looking for, for my user.

### *Citation of discarded source 2*

Free High-Quality Documentaries (Director). (2021, October 28). *The U.S. East Coast: The Heart Of*

*New England*. <https://www.youtube.com/watch?v=YSrEKNIV6M0>

### Description of source

This source is a documentary about New England, and the US East Coast. There are many different topics brought up in this documentary from Yale University, Mansions in Newport RI, fishing and vacations towns, Martha’s Vineyard, old trades such as boat building and basket weaving. It is really an over all history and tour video of New England.

### Rationale for deselection

This was a really cool source to watch as someone who loves New England and its history, but this video did not have enough about it’s maritime history for me to justify giving it to my user to have them watch for their project.

## Evaluation

### *Criterion 1: Authority*

The authority of this video is sound it is a webinar video by American Ancestors and by New England Historic Genealogical Society they are a non-profit organization providing resources, expertise, teaching and educations of genealogical sources for people. The presenter of the Video, Susan Donnelly, is a genealogist with American Ancestors.

*Criterion 2: Objectivity, perspective, inclusiveness, and bias*

For this source I did not encounter any bias, issues with inclusiveness, or objectivity. The perspective is from a professional in the field.

*Criterion 3: Limitations*

This video is up on YouTube free to watch, the only limitation is a device capable of watching YouTube and an internet connection. The Video is also long at just over an hour which could possibly be limiting depending on my user's schedule. Luckily the video takes advantage of YouTube's chapter feature, allowing you to see the different segments of the video, clicking on the time and subject you wish to view.

*Criterion 4: Content*

The content in this video is vast, covering topics in New England from the 17<sup>th</sup> century all the way to the 20<sup>th</sup> century, discussing jobs, attachments to the sea, ship building, US Coast Guard, US sea trade, fisheries and whaling and much more. The video also shows many maps, pictures of people and is in a PowerPoint slide format. The video also highlights records and repositories for constructing ancestors' life in relation to maritime and coastal New England History as well as how you can start the ancestry research process.



















*Criterion 5: Audience*

The audience of this video is really meant for those who have family in New England and are interested in learning more about their New England ancestry. But can be useful to anyone looking for New England maritime history.

*Content addressing the user need*

This is a source that both gives my user a history of Maritime New England, while also teaching them how to research, and highlights records and repositories that someone can view for finding out ancestry information. This will be useful for helping my user narrow down their topic, by showing them some general maritime New England history and will also give them some resources to look at and help with researching people related to his topic. This source is also close to a readers advisory source, or even a reference source like we are doing here. Below are some images of the YouTube chapters and their titles, you can see the mix of history and resources for my user to use. [5A. Accesses relevant and accurate recorded knowledge and information; offers services responsive to individual expresses user needs.]



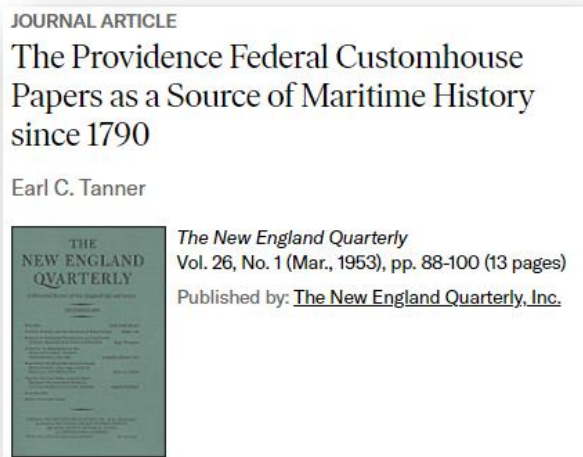
<p><b>Maritime History is Vast!</b></p> <ul style="list-style-type: none"> <li>1. How did the maritime industry develop?</li> <li>2. How did the maritime industry change over time?</li> <li>3. How did the maritime industry impact the world?</li> </ul> <p><b>6:43</b></p>	<p><b>Maritime History is Vast!</b></p> <p><b>6:43</b></p>	<p><b>Early New England Merchant Records</b></p> <ul style="list-style-type: none"> <li>1. How did the maritime industry develop?</li> <li>2. How did the maritime industry change over time?</li> <li>3. How did the maritime industry impact the world?</li> </ul> <p><b>26:36</b></p>	<p><b>Early New England Merchant Records</b></p> <p><b>26:36</b></p>
<p><b>Objective</b></p> <ul style="list-style-type: none"> <li>1. How did the maritime industry develop?</li> <li>2. How did the maritime industry change over time?</li> <li>3. How did the maritime industry impact the world?</li> </ul> <p><b>7:56</b></p>	<p><b>Objective</b></p> <p><b>7:56</b></p>	<p><b>United States Coast Guard</b></p>  <p><b>27:38</b></p>	<p><b>United States Coast Guard</b></p> <p><b>27:38</b></p>
<p><b>What is a Mariner?</b></p>  <p><b>9:06</b></p>	<p><b>What is a Mariner?</b></p> <p><b>9:06</b></p>	<p><b>US Coast Guard</b></p> <ul style="list-style-type: none"> <li>1. How did the maritime industry develop?</li> <li>2. How did the maritime industry change over time?</li> <li>3. How did the maritime industry impact the world?</li> </ul> <p><b>28:58</b></p>	<p><b>US Coast Guard</b></p> <p><b>28:58</b></p>
<p><b>New England Port Towns</b></p> <ul style="list-style-type: none"> <li>1. How did the maritime industry develop?</li> <li>2. How did the maritime industry change over time?</li> <li>3. How did the maritime industry impact the world?</li> </ul> <p><b>12:15</b></p>	<p><b>New England Port Towns</b></p> <p><b>12:15</b></p>	<p><b>Merchant Marine</b></p>  <p><b>31:19</b></p>	<p><b>US Merchant Marine</b></p> <p><b>31:19</b></p>
<p><b>Massachusetts</b></p>  <p><b>13:47</b></p>	<p><b>Massachusetts</b></p> <p><b>13:47</b></p>	<p><b>Colonial Finding Aids</b></p>  <p><b>32:20</b></p>	<p><b>Colonial Finding Aids</b></p> <p><b>32:20</b></p>
<p><b>New England Colonies</b></p>  <p><b>15:52</b></p>	<p><b>New England Colonies</b></p> <p><b>15:52</b></p>	<p><b>National Archives, archives.gov</b></p>  <p><b>33:37</b></p>	<p><b>National Archives, archives.gov</b></p> <p><b>33:37</b></p>
<p><b>Mariner Industries</b></p>  <p><b>16:40</b></p>	<p><b>Mariner Industries</b></p> <p><b>16:40</b></p>	<p><b>Merchant Marine • 19th-Century American Merchant Marine Digital...</b></p>  <p><b>35:25</b></p>	<p><b>Merchant Marine • 19th-Century American Merchant Marine Digital...</b></p> <p><b>35:25</b></p>
<p><b>Fishing</b></p>  <p><b>17:04</b></p>	<p><b>Fishing</b></p> <p><b>17:04</b></p>	<p><b>1930 US Federal Census, Merchant's Seaman's Schedule</b></p>  <p><b>38:01</b></p>	<p><b>1930 US Federal Census, Merchant's Seaman's Schedule</b></p> <p><b>38:01</b></p>
<p><b>Elbridge Gerry</b></p>  <p><b>18:36</b></p>	<p><b>Elbridge Gerry</b></p> <p><b>18:36</b></p>	<p><b>Decoding Census Occupations - Mariner</b></p>  <p><b>38:55</b></p>	<p><b>Decoding Census Occupations - Mariner</b></p> <p><b>38:55</b></p>
		<p><b>Custom House Records</b></p>  <p><b>40:44</b></p>	<p><b>Custom House Records</b></p> <p><b>40:44</b></p>
		<p><b>Custom House Document Collection</b></p>  <p><b>41:58</b></p>	<p><b>Custom House Document Collection</b></p> <p><b>41:58</b></p>
		<p><b>Newspapers</b></p>  <p><b>42:31</b></p>	<p><b>Newspapers</b></p> <p><b>42:31</b></p>
		<p><b>Lloyd's Registers Online</b></p>  <p><b>45:04</b></p>	<p><b>Lloyd's Registers Online</b></p> <p><b>45:04</b></p>
		<p><b>Ship Encyclopedias Early American Ships Ships of the World</b></p>  <p><b>45:37</b></p>	<p><b>Ship Encyclopedias Early American Ships Ships of the World</b></p> <p><b>45:37</b></p>

Source 14: A source that represents and includes viewpoints, perspectives, and/or experiences that are missing from the other sources in this section

APA citation

Tanner, E. C. (1953). The Providence Federal Customhouse Papers as a Source of Maritime History since 1790. *The New England Quarterly*, 26(1), 88–100. <https://doi.org/10.2307/362338>

Photo or screenshot



Search process

For this source I felt that another scholarly journal article would be best since those will help my user the most to narrow down his topic. With my user's topic there aren't really any missing perspectives, viewpoints, or experiences that I could find from the other sources so another article, allowing my user to further see how historians are writing about his topic will benefit him the most. With that in mind I went to JSTOR first to search for articles. I did search other databases as well, and even searched for Native American histories to try and include their viewpoints and maritime experiences, but I felt that that would be leaving out many other groups like Irish, West Indian, and African American sailors. In the end It felt like I was pushing to find sources on maritime New England for those groups, so I shifted back to generic scholarly articles. [Strategy 3: Show, Don't Tell; Demonstrate the information-seeking process]

Keyword/Phrase		Keyword/Phrase		Keyword/Phrase
Maritime		New England		History
OR	AND	OR	AND	OR
New England		Sea Or Maritime		History

		Or Costal		
OR		OR		OR
Costal		New England		History
OR		OR		OR
Record your initial and follow-up search statements in the space below. Demonstrate and/or describe your search strategies (e.g., Boolean terms, truncation, phrase searches, faceted search limits).				
<p>My initial search phrases were</p> <ul style="list-style-type: none"> <li>- Maritime New England history</li> <li>- New England AND sea OR maritime OR costal AND history</li> <li>- Costal New England history</li> </ul>				
Describe how you iterated your search. Did you change search terms or strategies? Did you check for subject/thesaurus terms to use as new terms for your next search; look for an author who writes multiple pieces on your topic; identify a journal or other source that tends to publish on your topic; or conduct any citation tracing?				
<p>The only thing I changed was the wording in my search phrases to try and get different results, other than that this search was simple.</p> <p>I also did some searching with the journal title "The New England Quarterly" because I was finding many articles published by them, and in fact the source I choose to give to my user is from that journal.</p>				
What "buckets" (i.e., information containers, collections, or repositories) did you search and why?				
<ul style="list-style-type: none"> <li>- JSTOR</li> <li>- America: History &amp; Life</li> <li>- Google Scholar</li> </ul>				
How did these "buckets" limit your search? What limitations (e.g., language, subject, author, format, geographical region) does the bucket impose on your search? What limitations might you have introduced into the search on your own through your choices (e.g. word selection, bucket selection)?				
<p>I added a few limitations on my search, mostly I was searching for key words in the titles of articles, I was finding a lot of articles that mentioned "maritime New England" in a single sentence in the entire article, so I limited my own searches. Even with my own limitations I was still getting thousands of results so I do not fell like I was too limited regardless.</p>				

[4.1.8 Offers pointers, detailed search paths, and names of resources used to find the answer, so that patron can learn to answer similar questions on his/her own, when appropriate.]

## Discernment [Strategy 2: Think Allowed; share failures, as well as successes]

### *Citation of discarded source 1*

Chaves, K. K. (2014). Before the First Whalers: The Emergence and Loss of Indigenous Maritime Autonomy in New England, 1672-1740. *The New England Quarterly*, 87(1), 46–71.

### Description of source

This source talks about the early history of Native Americans in maritime. The article talks about the time before the arrival of Europeans, during the arrival, and the colonial growth after and how all of this affects and changed how Native Americans interacted with coastal New England.

### Rationale for deselection

My initial thought for this source was to find some Native American maritime histories in New England, and that led me to this source. But after reviewing it I decided that this was going a little too far past what my user had wanted. Even if their history is left out of a lot of US histories, I felt that this would have been too specific to provide to my user.

### *Citation of discarded source 2*

Carter, J. S. (1991). Is America Losing Its Maritime Heritage? Challenges from the Field. *History News*, 46(2), 12–16.

### Description of source

This article discusses some practices about artifact preservation related to maritime artifacts, and how preservation has been terrible in the US. (\*this article was published in 1991). The article called maritime history in America a risk of disappearing due to a loss of artifacts and poor care for them in museums and archives. The article also at the end lists current \*as of 1991\* preservation projects related to maritime artifacts, those include some national parks, ship restorations, and some salvage operations.

### Rationale for deselection

This source seemed interesting at first, but the more I read and examined it the less I liked it. It was published in 1991, and it seems to me like one large ad for “The national Disaster Mitigation Workshop”, there is a literal ad for this workshop near the end of the source and after seeing that I felt the bias and perspective were not fair for this article.

## Evaluation

### *Criterion 1: Authority*

The journal this article was published in, *The New England Quarterly*, was founded in 1928 and is a historic review of New England covering many historic topics from native

Americans to labor struggles to the organization of New England family life. From what I can find about the author Earl C. Tanner, he has written many other articles and books regarding New England and history.

*Criterion 2: Objectivity, perspective, inclusiveness, and bias*

In this article I was unable to find any bias, the author does take perspectives from many others citing materials often.

*Criterion 3: Limitations*

The limitation of this article is that it was found on JSTOR, and my user will need access to his student login information to view the article. He will also need internet access and a device able to read the article. There is a small preview available on google scholar of the article to read as well.

*Criterion 4: Content*

The content of this article is almost a historiography, looking at federal customhouse papers and how they are used as a source of maritime history. This article starts by exclaiming the importance of the preservation of customhouse records as they are a good source of history and valuable in that regard.

*Criterion 5: Scope and Comprehensiveness*

The scope and comprehensiveness of this article is a little tricky, the topics and history are comprehensive, but this article is in the scope of Providence Road Island, bit there is a lot of maritime history there as well.

*Content addressing the user need*

I chose this article to act as a sort of historiography about maritime history, this article looks at a collection of maritime sources called The Providence Federal Customhouse Papers. "They record in vivid detail the history of an active but secondary port, which participated in the expansion of the American merchant marine from 1790 to 1830 and then succumbed to the aggressive rivalry of New York and Boston". (Tanner 89).

"The collection includes over a hundred bound volumes, eight bundles of unbound volumes, and about eight hundred boxes of papers". (Tanner 89).

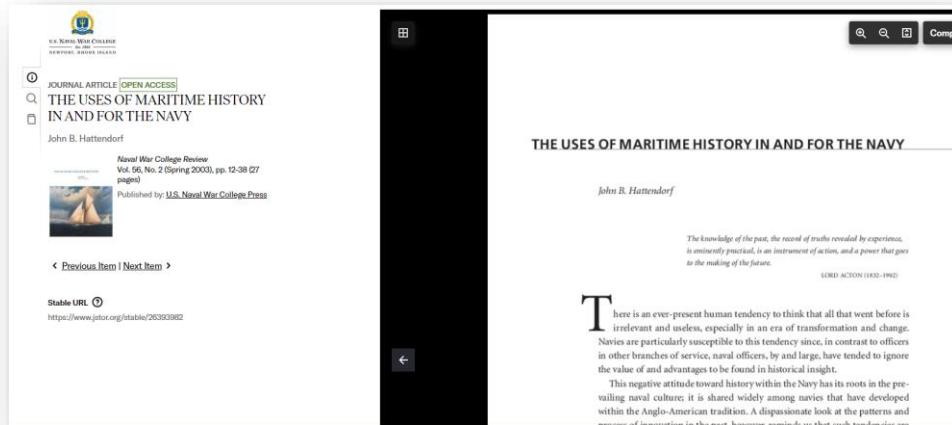
The article also discusses the findings in some of these papers, such as the merchant trade relations with America and Europe, British naval Operations in America on the East Coast, and establishments of trade routes. [5A. Accesses relevant and accurate recorded knowledge and information; offers services responsive to individual expresses user needs.]

Source 15: One additional source of any type

APA citation

Hattendorf, J. B. (2003). The Uses of Maritime History in and for the Navy. *Naval War College Review*, 56(2), 12–38.

Photo or screenshot



Search process

For this source I wanted something short, and something close to a historiography for my user to see what other historians are writing about and handling his topic. The first and only database I searched was JSTOR as I have come to know it to be a reliable history database. I started with the initial search phrase of “Historiography of Maritime History in the United States”. As you can imagine this did not bring up a lot of results, and it surprisingly brought up a result about the Indian Ocean. After trying different search phrases the final search phrase, I used was Historiography of "Maritime History" in the United States.

[Strategy 3: Show, Don't Tell; Demonstrate the information-seeking process]

Keyword/Phrase		Keyword/Phrase		Keyword/Phrase
Historiography	AND	Maritime History Or "Maritime History"	AND	The United States Or The US
OR		OR		OR
Historiography		New England		
OR	OR	OR		
Maritime		New England		

OR		OR	OR
Record your initial and follow-up search statements in the space below. Demonstrate and/or describe your search strategies (e.g., Boolean terms, truncation, phrase searches, faceted search limits).			
<p>My search phrases changed a lot during this search.                  My initial search was.                  -Historiography of Maritime History in the United States</p> <p>This changed to                  - Historiography of Maritime History in the US</p> <p>Before changing again to                  - Historiography of New England                  - Maritime New England</p> <p>The final search phrase used was                  -Historiography of "Maritime History" in the United States.</p>			
Describe how you iterated your search. Did you change search terms or strategies? Did you check for subject/thesaurus terms to use as new terms for your next search; look for an author who writes multiple pieces on your topic; identify a journal or other source that tends to publish on your topic; or conduct any citation tracing?			
I changed my search terms a lot trying to find different sources, I did not do any tracing around, because I was finding sources that were not within the topic that I wanted. I did switch to Google Scholar from JASTOR for a couple searches trying to find different articles that may change my search phrasing, but I quickly changed back to JSTOR.			
What "buckets" (i.e., information containers, collections, or repositories) did you search and why?			
JSTOR Google Scholar			
How did these "buckets" limit your search? What limitations (e.g., language, subject, author, format, geographical region) does the bucket impose on your search? What limitations might you have introduced into the search on your own through your choices (e.g. word selection, bucket selection)?			
I switched to google scholar from JSTOR for a short bit so I would get a larger return on my results, I was not exactly sure what I wanted from this source, but I knew it was going to be a historiography of some kind for my user. In my search phrases I utilized "quotations" to find exact terminology I was searching for.			

[4.1.8 Offers pointers, detailed search paths, and names of resources used to find the answer, so that patron can learn to answer similar questions on his/her own, when appropriate.]

Discernment [Strategy 2: Think Allowed; share failures, as well as successes]

*Citation of discarded source 1*

McElroy, J. W. (1935). Seafaring in Seventeenth-Century New England. *The New England Quarterly*, 8(3), 331–364. <https://doi.org/10.2307/360955>

Description of source

This source is an article from the *New England Quarterly* and was published in 1935. This source describes the seafaring life in 17<sup>th</sup> century New England, and it also describes the general people and population of New England, how they interacted with the sea and what they thought of the “seafarers”. The article says that the consensus of people at the time was that they thought of sailors as rude.

Rationale for deselection

This is another one of those interesting sources that I choose to discard. I choose to discard this source because of the publication date being 1935. For this additional source of any type I was looking for something written in the 2000’s to give my user a view of what recent authors might be writing about his topic. I had not noticed the publication date until creating the citation.

*Citation of discarded source 2*

Broeze, F. (1995). *Maritime History at the Crossroads: A Critical Review of Recent Historiography*. Oxford University Press.

Description of source

This book, published in 1995, acts as a critical review of recent Maritime history historiography. The author argues that maritime history has reached a stage in its development that marks the importance of a review of its history. The book also looks at the work of many authors offering insights that one might not get from reading any of the works by them self.

Rationale for deselection

I choose to discard this source because it was published in 1995 and had started to be compiled in 1993. I was looking for a historiography on maritime history and felt that this book could now also be “history”. What was recent history at the time of writing the book is not recent today.



## Evaluation

### *Criterion 1: Authority*

The authority of this source is sound. This source was published by the Naval War College Press in their journal the Naval War College review. The Naval War College Review was established in 1948 and is a peer-reviewed scholarly journal that covers maritime service. The Author John B. Hattendorf was a chairman at the Naval War College, a professor of history at the college, and Director of the Naval War College Museum.

### *Criterion 2: Objectivity, perspective, inclusiveness, and bias*

This article is extremely bias towards the importance of maritime and US naval history, which is to be expected since the author and publisher work for the Naval War College. The source advocates for better understanding of history within the US navy, and how history will help the navy grow. I also see this as bias, advocating for better naval history learning since at the time this piece was published in 2003, the author also became the director of the Naval War College museum. That being said, the perspective and bias actually benefit this piece with how in depth the author goes in explaining the importance of Naval and Maritime history.

### *Criterion 3: Limitations*

The only limitation is that this piece is on JSTOR and my user will need access to his student login information to view it.

### *Criterion 4: Scope and Comprehensiveness*

The scope and comprehensiveness of the article are a little tight for my user's topic, but I choose this piece as a sort of historiography on maritime history, rather than the history itself. This article really looks at US naval military history and how people and the navy interact with it, there is also some general maritime history as well.

### *Criterion 5: Audience*

This article is clearly written for Naval historians that work with, or for, the navy, and navy servicemen to get their attention on understanding the importance of not forgetting their history and preserving it.

## Content addressing the user need

"Maritime history embraces naval history; it is the overarching subject that deals with the full range of mankind's relationships to the seas and oceans of the world. It is a broad theme that cuts across academic boundaries and builds linkages between disciplines to form a humanistic understanding of the many dimensions involved. Maritime history involves in particular the

histories of science, technology, cartography, industry, economics, trade, politics, international affairs, imperial growth and rivalry, institutional and organizational development, communications, migration, law, social affairs, leadership, ethics, art, and literature. The range is immense, and the possible vantage points and topics are many.”

“Within the broad field of maritime history, there are a number of recognized major subspecialties. Among them are the history of navigational and maritime sciences; the histories of ships and their construction, the aircraft that fly over the seas, and the submarines that pass under their surface; maritime economic history; the histories of merchant shipping, fishing, and whaling; the histories of yachting and other leisure activities at sea and on the seaside; the histories of geographical exploration and cartography; social and labor history, the health of seamen; maritime law, maritime art, maritime literature; and naval history.”

The above two quotes are why this article will be of relevance to my user, I choose this one because it is a historiography about maritime and US naval history and how people are interacting with the history today, mostly within the US navy, but it is still relevant. While my user looks through more sources trying to narrow down their topic, I hope that they will keep these quotes in mind. When you understand what and how people the history it is easier to settle on the topic you wish to write about. [5A. Accesses relevant and accurate recorded knowledge and information; offers services responsive to individual expresses user needs.]

## Part D: Executive Summary

This executive summary will provide information and materials to support (1) The historical research topic of Maritime History in New England; and (2) How to narrow a historical research topic. [5A. Accesses relevant and accurate recorded knowledge and information; offers services responsive to individual expresses user needs.]

### Tools to help with narrowing a historical research topic:

Everyone starts out at first with a broad research topic, it is with exploration of a topic that allows it to be narrowed. “The most common mistake which many historical researchers experience at this stage is in choosing a topic that is too large in scope” (McDowell, 2013). This quote comes from the handbook *Historical Research: A Guide for Writers of dissertations, Theses, Articles, and Books*. The entire handbook has good advice but due to project time constraints look at chapter 6 in this handbook first “Planning a Research Project”. The first step a researcher should take is “do some preliminary work to discover what other historians have written on your chosen subject” (McDowell, 2013). To see what others are writing about review historiographies, these are articles and other sources by historians on what/how other historians are writing about a topic. Remember “At this stage you are not seeking to finalize all the issues you wish to examine, because many of these may subsequently turn out to be more marginal than you first realized. Your primary aim is therefore to identify a topic which appears to be interesting and worthwhile examining” (McDowell, 2013). Along with the handbook the website <https://historyprofessor.org/> (*HistoryProfessor.Org*, n.d.) will provide a whole host of information about not only narrowing a historical research topic, but how to conduct research for a history paper and provides tools like a thesis template. Tools such as these will over all help in narrowing the topic. Having a thesis template will provide a structure on what types of questions you will want to answer, this will aid you in the search process and source review process. “Knowing *whom* you are looking for in history can tell you *what* you are looking for in an archive. In an ideal world, you would be able to find the voices of all your main characters directly, in the form of letters, diaries, memoirs, or even the opportunity to interview them. Barring that, you can look for sources in which your people show up frequently.” (*HistoryProfessor.Org*, n.d.).

Historiographies are an important tool for any historian or researcher, they compile together the work of other historians and write about what those historians are saying. One such work that also shows how people are handling maritime history is the article *The Uses of Maritime History in and for the Navy*. History is managed in many different ways, archives, museums, books,

libraries and more. It is handled by all kinds of people, an example of this that is in this article is Naval military history, is often handled by civilian personal or organizations not directly related to the navy.

The hunt for resources can be a daunting task at first but know that it is easy. Many people have done research work for you in the way of citations for their articles and books. Others like this popular article from History Today have provided sections in their articles about good sources to view on a topic. "There is no shortage of admirable books out there. Leading the field are the groundbreaking books by Nicholas Rodger. He made his name with *The Wooden World* (Collins, 1986) and consolidated his reputation with his sweeping surveys of Britain's naval history, *Safeguard of the Sea* (HarperCollins in association with the National Maritime Museum, 1997) and *The Command of the Ocean* (Allen Lane in association with the National Maritime Museum, 2004). On the technical side are Brian Lavery's accessible and beautifully illustrated books covering every aspect of the ships, guns, boats and crews of Nelson's Navy." (Cordingly, 2010).

I have also gathered from the reference interview that the professor did not leave much in terms of expectations for the project. To help with that aspect this scholarly article *Archival Literacy for History Students: Identifying Faculty Expectations of Archival research Skills* will provide some insight not only into history faculty expectations, but also archival standards. Archival tools will play a large part in historical research and will be a resource that will probably be needed in the future. "College and University archives hold innumerable original archival sources, offering students easy access to the sources themselves and the opportunity to experience the archival research process as a professional historian does" (Morris et al 410).

### Starting sources for a Maritime History of New England:

There is no shortage of the maritime history of New England from piracy to fisheries, a lot has been written. To help with narrowing the historical research topic and getting a broad history of the subject the book *New England and the Sea* Will be the perfect jumping off point. "This volume follows the story of New Englanders and their involvement with the sea from the age of exploration, settlement, and early trade through the heroic age of revolution and expanding commerce, the golden age of prosperity and far-flung trade, and the dark age of decline and contraction following the Civil War, into the dynamic age of the twentieth century" (McDowell, back cover). As you can see from this one section of the book, there are no shortage of topic choices. When researching the history of a location knowing that location is also important and

will give you a better understanding of different topics in different areas. The Book, *The New England Gazetteer*, will help with that aspect. Bolton Massachusetts, the gazetteer describes “its maritime situation renders it a place of considerable business in the coasting trade and fisheries” (Hayward, 2009). From the research I have done, and from this book, New England Fisheries are a large part of the New England Maritime history. Some of the details that this book goes into are also really detailed. This next example is from a section about Bristol, Road Island “Still there is considerable maritime trade. It has 18 vessels engaged in the whale fishery, 15 or 20 sail in the merchant service, and a large number in the coasting trade” (Hayward, 2009).

It is also important to know that there are many ways that history is represented, for example data and statistics. For any data and statistics needs the website <https://transportationinstitute.org/know-our-industry/maritime-history/> will provide many different historical, and modern maritime facts such as; war statistics, maritime industry and commerce, vessel manufacturing and loss numbers. (transportation institute, 2019)

When dealing with history, especially old English which depending on the date range of the topic you will encounter some aspect of old English and terms, and the maritime industry has a plethora of terminology not commonly used. Therefore, I have provided the dictionary *A New Universal Dictionary of the Marine: Illustrated with a Variety of Modern Designs of shipping, Etc.* The importance of a dictionary that will allow you to understand historical terms is very important, For example, you may run into the term “carpenter of the ship” the dictionary gives the definition “an officer appointed to examine and keep in order the frame of the ship, together with her masts, yards, boats, and all other wooden machinery, and stores committed to him by indenture from the surveyor of the dock-yard” (Falconer, 2012). Along with a definition this dictionary also gives a little history on the term saying that the term dates as far back as 1638, carpenters would not be appointed to a ship until the shipwrights-hall had examined their license (Falconer, 2012). Any term you encounter during the research process you will be able to look up the historic definition, and some history about the use.

## Part E: Professional Librarian Opinion

The public Librarian I interviewed, who used to work in a college library, told me that the first thing to keep in mind is the format/setting that your reference interaction is taking place. Preferably the reference interview would be done in person while the librarian has access to a computer to show the user all the resources the library has to offer and how to use them. The next important thing is communication, and how it will be done through email or over the phone. The librarian says that he prefers email to the phone because of time constraints and the ability to go back and forth on an email.

The next step that my librarian says is to look at the chosen topic and if possible, get a copy of the assignment from the student for several reasons. One is to know the requirements so that the correct and appropriate amount of research is done. Secondly is the number of pages that needs to be written, my librarian says that knowing this is very important. The number of pages needed to be written will affect the scope of the topic completely.

Once a good workable topic is found my librarian recommends an introduction of the full library resources. Going to the website with the student and showing them the library catalog and the tools to narrow down certain items in the result sets. Also, this step shows them the type of books and articles they can find. My librarian recommends showing no more than 2 databases searches to a student because a student who has not used them before may find the different interfaces confusing, and this is stress that you do not need to add to the student. After this the librarian would show the students the tools that database offers for the sources such as how to site them using in database tools. Lastly my librarian says to always provide contact information and let the student know that they can always contact you for help at any point in the research.

The librarian's response was thorough and illuminating, almost like a step-by-step guide on how he would have gone through a reference inquiry. He brought up some points that I never thought about in my initial draft of my user such as, explaining the project and criteria more that my user is doing. Also finding sources that are appropriate for the number of pages my user is writing. These are a couple aspects of my user query that I will go back and rewrite in.

One aspect I wish the librarian went more depth into was narrowing down the user's research topic. In my research gathering, finding sources to help narrow down my user's research question has been very important. I would have liked to see more in this area, but the Librarian takes a different approach. Rather than finding sources and giving them to the user, he chooses to show and teach the user how to use a couple of databases and library resources. This is a practice that I will use in my future career, but for the sake of the project here I will keep finding resources on how to narrow down historic research topics for my user. [\[Strategy 3: Show don't tell\]](#)

I agree with everything my librarian suggested, and in practice will probably do the same strategies and help that they do for my user, but for the sake of the project, needing to find and deliver to my user 15 sources, I will have to depart from some of their suggestions such as only showing a few databases. I also plan to incorporate what they have told me into updating my user scenario to make it more realistic, adding some rubric criteria for my user's project that allow for more in depth look into sources.

## Part F: Portfolio Markup

### Approach:

For this section I used color coded in-text citations to demonstrate relevant library standards, ethics, theories, and practices covered in the course. Please use the color legend below.

### Markup Legend:

**Instructional Strategies for Digital Reference: Methods to Facilitate Student Learning (ISDR, <http://meganoakleaf.info/instructstratdigref.pdf>)**

**RUSA Guidelines for Behavioral Performance of Reference and Information Service Providers (<http://www.ala.org/rusa/resources/guidelines/guidelinesbehavioral>)**

**RUSA Professional Competencies for Reference and User Services Librarians (<http://www.ala.org/rusa/resources/guidelines/professional>)**



## Part G: Reflection

What do you know now about reference work involving users, services, sources, and so on that you didn't know at the start of the course?

To start out before the course I did not even know reference librarians existed, I thought that all librarians were just librarians, so my knowledge coming into this course was zero. I've learned that reference librarians serve a very large and diverse community and that requires the librarian to really be in touch with the different cultures around them as they take different approaches to help their users. The services that they provide and the sources/tools they use are just as diverse, from my understanding the reference librarian is starting to move away from the traditional reference book for more online resources and researching to help their users, this is at least something the librarian I interviewed had mentioned. The questions they answer are also just as diverse as well.

What do you realize you still don't know about reference work involving users, services, sources, and so forth that you'll need to learn beyond this course?

I am unsure what I still need to learn about reference work, I do not plan on being a reference librarian, so I feel like what I have learned so far is sufficient. In terms of users, I feel like I do not need to learn anything else about how to help them or their needs because in my perfect job I will rarely have to interact with them. As far as sources and services go, I want to go into archival work, putting together the databases that people will use, so in this aspect I believe that there is so much more I can learn. What this class has taught me is how people will interact with finding sources and information.

What did you learn from the experience of completing this assignment that you will apply to your professional practice?

I can say for sure that I have learned I do not want to be a reference librarian, but I already knew that before taking the class, I am going for my MLIS degree to become an archivist to work with historical items. What I did learn or rather sharpen was my research skills, this will definitely help me in the future, and not just the research skills but dissecting sources for things like authority, bias, and other criteria, that was something I had never done before.

More broadly, how has your experience in completing this assignment impacted your future abilities?

This question is very hard to answer for me. I am not yet sure how this project will impact my future abilities until I get to a point where I will think back on this project while working on something else. I like to think that working on this project will have prepared me for large projects in the future but I won't know until I am working on them.

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