
HTST 300

The Practice of History

Course Description

How do academic historians study the past and what methods can they employ to better explain and enlarge understandings of history? This course guides students through lectures, readings and hands-on exercises to learn more about the ways that history has been studied differently in the past, from the classical to the computer age. Class assignments and term paper work are designed to help students refine their skills as writers and researchers. They improve their abilities in gathering primary and secondary sources, in applying different methods to their analysis, and producing a piece of original research based on archival sources.

Course Policies

- All assignments must be completed to pass the course.
- Late assignments will be penalized.
- Readings for class discussion and short assignments will be posted on D2L.
- Class discussions are an important component of this course. Missing classes will affect your participation grade. Students must come to class prepared to discuss weekly readings.

Course TA

Mr. Fred Glover; figlover@ucalgary.ca; SS 635

Fall 2016

Tuesdays and Thursdays 9:30-10:45

Instructor: George Colpitts

E-Mail: colpitts@ucalgary.ca

Phone: 403-220-6415

Office: SS 614

Office Hours: Monday 1400 and Thursday 9:00

Assigned Readings

A range of primary sources, book chapters, and scholarly articles are also required reading for the course. Most are available to students on-line and some will be made available through D2L.

Assignments and Deadlines

Throughout term

Discussion Participation: 15%

October 6, 20, 27, November 3, 17, 24

Best 5 Short Assignments of 6: 25% (5% each)

October 25

Research Proposal: 15%

November 15

Book Review: 15%

Monday, December 7th

Research Essay: 30%

Assigned Readings

Several different types of readings are assigned for this course. You are responsible for the content of those readings for the essay, book review, assignments, projects and classroom activities and discussion. Readings include a number of scholarly articles, primary sources, and book chapters, as well as *The History Student's Handbook*. These are either provided as PDFs or linked to on the class D2L. There are no books to purchase for this course. Readings average about 70 pages a week (a modest workload by History-Department standards) and it is expected that you will complete assigned reading at the beginning of the week in which it is listed in the schedule below.

Course Requirements

Submission of Written Work

Students are responsible for insuring that work is received on time. While the proposal, book review, and essay have firm deadlines, they will be accepted late, with a penalty of 1/3 of a mark for each day late (so, for example, a B proposal turned in 2 days late will earn a C+). Short assignments will not be accepted late. They are due on the dates indicated in the syllabus and on the assignment instructions.

Short Assignments (25%)

You are required to complete six short written assignments during the term (250-300 words each). The assignments are listed on D2L under "Assignments and Projects." The aim of each of these assignments is to give you hands-on experience in reading, analysis, and writing in the "historical mode." Please note that assignments will be graded, in part, on spelling and grammar. They should be written formally and not in point form.

Your lowest assignment/project mark will be dropped. You may elect to simply not complete one of these assignments in lieu of having the lowest mark set aside.

Book Review (15%)

Students will write a 500-word book review for this course. Students must choose a **peer-reviewed historical monograph published by a university press** for this assignment. You may use one of the books from the bibliography of your research essay for this assignment. It is advised that you choose one of the most recent publications for this assignment. Your book review must conform to the standards set out in *The History Student's Handbook*, pp. 12 – 14. Students should not use published book reviews to form their own assessments of the book that they have chosen.

The class D2L will provide a format of the review to follow.

Major Assignment: Essay (total 45%)

This essay should be about 3000 words in length and the final version is due on the last day of instruction. Essays will NOT be accepted unless the citations and bibliography are correctly formatted (see *The History Student's Handbook* and *The Chicago Manual of Style* for guidance). Throughout the term students will be learning the art of essay writing. It is expected that they apply the principles that are taught and developed in class.

The essay should be based upon a set of primary sources, and be an analysis of those sources, contextualized with the use of appropriate secondary material as well.

In order to develop your skills as an historian, the paper must be researched at an archive in Calgary. Students can choose to work with the archival collections at any of the following archives:

- [University of Calgary Archives and Special Collections](#)
- [Canadian Architectural Archives](#)
- [Calgary Stampede Archives](#)
- [City of Calgary Archives](#)

Students will have to budget their time to visit and consult materials in the archives. They should also expect to invest time in identifying a subject where documentary records exist in that collection. Papers not based on archival sources will not be accepted.

Research Proposal (15%): You are required to write a research proposal for this essay. The proposal should include a one-page description of your research questions and archival sources followed by a second page in which the bibliography lists primary and secondary sources. The bibliography must be correctly formatted in the Chicago style.

Research Essay (30%): The essay should be about 3000 words and is due on Thursday, December 7th in class. Essays will NOT be accepted unless citations and bibliography are correctly formatted.

Discussion Participation (15%)

There will be class discussions throughout the course. It is crucial to be prepared to discuss the assigned readings each week. Your participation grade is cumulative. All students are expected to participate consistently throughout the term. Attendance is particularly important in this course. A student needs to be present to participate, so his or her mark will be affected by unjustified absenteeism. Students will be placed in groups to facilitate engagement with the course materials, but each student will be marked on their individual participation. Good participation is grounded, in considerable measure, in the assigned readings. Students should take notes while they read as an important element of the class is learning how to read in an engaged and critical way over the course of the term.

Classroom Environment and Course Material Distribution

It is important that students respect one another's needs in the classroom. Students are asked to turn off the sound on devices they are using for class and to refrain from texting, e-mailing, gaming, and other leisure activities during our class meetings. Please also refrain from private conversation during class. Using laptops, tablets and similar devices to take notes and engage with course materials is encouraged, so long as others are not unduly distracted by such activity. **In accordance with university privacy policies, it is forbidden to tape or digitally record lectures and/or discussions without the explicit consent of the instructor and any students affected. This policy is strictly enforced and violations will be immediately referred to the Dean's Office for disciplinary action.** Materials related to the course (including hand-written lecture notes) are for your own use only and may not be distributed to anyone not officially registered in the course.

Accommodation of Disabilities

The University of Calgary seeks to provide equal educational opportunities to all students. Students with disabilities (either long-term or recently acquired) will be appropriately accommodated, but must register with the Disability Resource Centre, MacEwan Student Centre 293.

Departmental Grading System

The following percentage-to-letter grade conversion scheme has been adopted for use in all History courses.

| Percentage | Letter Grade | Grade Point Value | Description |
|------------|--------------|-------------------|-------------------------------------------------------------------------------------------------------------------|
| 90-100 | A+ | 4.00 | Outstanding |
| 85-89 | A | 4.00 | Excellent—superior performance showing comprehensive understanding of subject matter. |
| 80-84 | A- | 3.70 | |
| 77-79 | B+ | 3.30 | |
| 73-76 | B | 3.00 | Good—clearly above average performance with knowledge of subject matter generally complete. |
| 70-72 | B- | 2.70 | |
| 67-69 | C+ | 2.30 | |
| 63-66 | C | 2.00 | Satisfactory—basic understanding of the subject matter. |
| 60-62 | C- | 1.70 | Receipt of a grade point average of 1.70 may not be sufficient for promotion or graduation. |
| 56-59 | D+ | 1.30 | Minimal pass—marginal performance; generally insufficient preparation for subsequent courses in the same subject. |
| 50-55 | D | 1.00 | |
| 0-49 | F | 0 | Fail—unsatisfactory performance or failure to meet course requirements. |

Plagiarism

Plagiarism occurs when one submits or presents one's work in a course, or ideas and/or passages in a written piece of work, as if it were one's own work done expressly for that particular course, when, in fact, it is not. As noted in *The History Student's Handbook*, plagiarism may take several forms:

- Failure to cite sources properly may be considered plagiarism. This could include quotations, and wording used from another source but not acknowledged.
- Borrowed, purchased, and/or ghostwritten papers are considered plagiarism, as is submitting one's own work for more than one course without the permission of the instructor(s) involved.
- Extensive paraphrasing of one or a few sources is also considered plagiarism, even when notes are used, unless the essay is a critical analysis of those works.
- The use of notes does not justify the sustained presentation of another author's language and ideas as one's own.

Plagiarism is a serious academic offence and written work that appears to contain plagiarized passages will not be graded. All such work will be reported to the Faculty of Arts' associate deans of students who will apply the penalties specified in the *University of Calgary Calendar*.

Class Schedule

Complete readings by the **beginning** of the week in which they are assigned

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| Lecture & Readings for Discussion | |
| Week 1 (September 13,15) Introduction | |
| <ul style="list-style-type: none"> Jerome Groopman, <i>How Doctor's Think</i>, (Boston: Houghton Mifflin Co., 2007) "Epilogue: A Patient's Questions," 260-269. Start skimming Augustine, <i>City of God</i>, Book XVI (16) (chaps. 12 – 24). | |
| Week 2 (September 20,22) Empiricism | |
| <ul style="list-style-type: none"> Complete skimming Augustine, <i>City of God</i>, Book XVI (16) (chaps 12 – 24). Skim Leopold von Ranke, <i>A History of England Principally in the Seventeenth Century</i> Volume 5 (Oxford: Clarendon Press, 1875), Chapter 1 and Table of Contents to Vol. 5. | |
| Week 3: (September 27-29) Archival Workshopping | |
| Workshops facilitated by Regina Landwehr, University of Calgary Archives and Special Collections. You will be working as groups in the archives in order to complete Assignment 1 on October 6. | |
| Week 4 (October 4-6) Placing History | |
| <ul style="list-style-type: none"> Ian N. Gregory and Andrew Hardie, "Visual GISing: bringing together corpus linguistics and Geographical Information Systems," <i>Literary and Linguistic Computing</i>, 26(3) 2011, 297-314. Dagomar Degroot, "Never such weather known in these seas': Climatic Fluctuations and the Anglo-Dutch Wars of the Seventeenth Century, 1652-1674," <i>Environment & History</i> 20:2 (May 2014), 239-273. | |
| Assignment 1 due Thursday, October 6. See "Assignments" on D2L for details. | |
| Week 5 (October 11-13) Big Theory | |
| <ul style="list-style-type: none"> E.P. Thompson, "Time, Work-Discipline, and Industrial Capitalism," <i>Past and Present</i> 38 (December 1967): 56 – 97. | |
| Week 6 (October 18,20) The Annales School | |
| <ul style="list-style-type: none"> André Abbiateci, "Arsonists in Eighteenth-Century France: An Essay in the Typology of Crime," in <i>Deviants and the Abandoned in French Society: Selections from the Annales: economies, sociétés, civilisations</i>, Volume 4 Ed. Robert Forster and Orest Ranum (Baltimore: Johns Hopkins University Press, 1978):157-79. Emmanuel LeRoy Ladurie, <i>Montaillou: The Promised Land of Error</i> (1978; Vintage, 1979), v-xvii, 179-191, 277-287. For Assignment 2: <i>Record of Indentures of Individuals Bound Out as Apprentices, Servants, Etc . . . City of Philadelphia, October 3, 1771 to October 5, 1773</i> (Lancaster Pa.: New Era Printing Co., 1907). | |
| Assignment 2 due Thursday, October 20. See "Assignments" on D2L for details. | |
| Week 7 (October 25,27) Social History Beyond the French Academy | |
| <ul style="list-style-type: none"> Peter Stearns, "Social History," in <i>Encyclopedia of Social History</i> (Garland, 1994), 890-896. Roderick Floud, "The Dimensions of Inequality: Height and Weight Variation in Britain, 1700-2000," <i>Contemporary British History</i> 16:3 (2002): 13-26. For Assignment 3: either Chapter 1 "Deviants" OR Chapter 2 "Cads," in Angus McLaren, <i>The Trials of Masculinity: Policing Sexual Boundaries, 1870-1930</i> (Chicago: University of Chicago Press, 2008). | |
| Assignments: | |
| Essay Proposals due Tuesday, October 25 | |
| Assignment 3 due Thursday, October 27th. See "Assignments" on D2L for details. | |
| Week 8 (November 1, 3) Social Science History Part II | |
| <ul style="list-style-type: none"> Robert Darnton, "Workers' Revolt: The Great Cat Massacre of the Rue Saint Severin," in Darnton, <i>The Great Cat Massacre: And Other Episodes in French Cultural History</i> (New York: Vintage, 1985): 75-106. Frederic W. Gleach, "Controlled Speculation: Interpreting the Saga of Pocahontas and Captain John Smith," in Jennifer S. H. Brown and Elizabeth Vibert, eds., <i>Reading Beyond Words: Contexts for Native History</i> (1996): 21-42. | |
| Assignment 4 due Thursday November 3. See "Assignments" on D2L for details. | |
| Week 9: (November 8) Gender and History | |
| <ul style="list-style-type: none"> Judith R. Walkowitz, <i>City of Dreadful Delight: Narratives of Sexual Danger in Late-Victorian London</i> (Chicago: University of Chicago Press, 1992), Chap 7, pp. 191 – 228 & notes, 301-310. (<i>Available at TFDL as an e-book.</i>) Thomas Kühne, "Comradeship: Gender Confusion and Gender Order in the German Military, 1918-1945," in <i>Home/Front: The Military, War and Gender in Twentieth-Century Germany</i>, ed. Karen Hagemann and Stefanie Schüler-Springorum (Oxford: Berg Publishers, 2002), 233–254. "Who Discovered Yukon Gold?" on D2L | |
| <p>Note: In the last part of class on November 8, students will be broken into groups. Each group will determine which type of primary source its members will study before the group meeting scheduled November 15. See "Assignment 5" in "Assignments" on D2L for details.</p> | |

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| Week 10 (November 15, 17) Reading Narrative Primary Sources | |
| <ul style="list-style-type: none"> November 15, group deliberation on “Who Discovered Yukon Gold?” November 17, group presentations on “Who Discovered Yukon Gold?” | |
| Assignments: Book Review due Tuesday, November 15 Assignment 5 due Thursday November 17. See “Assignments” on D2L for details. | |
| Week 11 (November 22-24) Oral History | |
| <ul style="list-style-type: none"> Linda Shopes, “‘Insights and Oversights’: Reflections on the Documentary Tradition and the Theoretical Turn in Oral History,” <i>Oral History Review</i> 41:2 (2014): 257-6. Julie Cruikshank, “Oral Tradition and Oral History: Reviewing Some Issues,” <i>Canadian Historical Review</i>, 75,3 (1994): 403-18. Keith Thor Carlson, “Reflections on Indigenous History and Memory: Reconstructing and Reconsidering Contact,” in John Sutton Lutz, ed., <i>Myth and Memory: Stories of Indigenous - European Contact</i> (UBC Press, 2007), 46 - 68. | |
| Assignment 6 due Thursday, November 24. See “Assignments” on D2L for details. | |
| Week 12 (November 29, December 1) Controversy and Responsibility | |
| <ul style="list-style-type: none"> Gloria L. Main, “Many Things Forgotten: The Use of Probate Records in ‘Arming America’” <i>William and Mary Quarterly</i> 59:1 (2002): 211-16. Michael A. Bellesiles, “Historians and Guns,” <i>William and Mary Quarterly</i> 59: 1 (2002): 203-22, 241-68. | |
| Week 13: (December 6, 8) Very Different Approaches | |
| <ul style="list-style-type: none"> Alyson E. King, "Cartooning History: Canada's Stories in Graphic Novels," <i>History Teacher</i> 45:2 (2012): 189-219. Sean Carleton, “Drawing to Change: Comics and Critical Consciousness,” <i>Labour/Le Travail</i> 73 (Spring 2014): 151 – 177. | |
| Term papers due December 8. | |

Important Departmental, Faculty, and University Information

Faculty of Arts Program Advising and Student Information Resources:

Have a question, but not sure where to start? The Arts Students Centre is your information resource for everything in Arts! Drop in at SS110, call 403-220-3580, or email artsads@ucalgary.ca. For detailed information on common academic concerns, you can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate>.

For program planning and advice, contact the Arts Students Centre, Social Sciences 102, 403-220-3580, or visit <http://arts.ucalgary.ca/advising>.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK [7625] or visit the office in the MacKimmie Library Block.

Departmental Twitter Handle @ucalgaryhist - For departmental updates and notifications

Writing:

This course will include written assignments. Faculty policy directs that all written assignments (including, although to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Research papers must be properly documented.

Writing Support:

Students are also encouraged to use Writing Support Services and other Student Success Centre Services, located on the 3rd floor of the Taylor Family Digital Library. Writing Support Services assist with a variety of assignments, from essays to lab reports.

Students can book 30-minute one-on-one appointments online, sign up for 15-minute drop-in appointments, and register for a variety of writing workshops. For more information on this and other Student Success Centre services, please visit www.ucalgary.ca/ssc.

Copyright:

The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. This means that instructors in all University of Calgary courses will strictly adhere to Copyright Act regulations and the educational exceptions permitted by the Act for both print and digital course material. What this simply means is that no copyrighted material may be placed on course D2L or web sites without the prior permission of the copyright holders. In some cases, this may mean that instructors will require you to purchase a print coursepack from the University of Calgary bookstore or that you will have to consult books on reserve at the library. For more information on the University of Calgary's copyright policy, see <http://library.ucalgary.ca/copyright>.

Red Box Policy:

Essays and other assignments may be handed in to the red box located outside of the History Department office (SS 656). Assignments received after 4:00 p.m. will be date stamped with the date of the next business day. We do not time stamp any papers. Please do not bring your paper into the office to be stamped. The box is emptied promptly at 8:30 a.m. and at 4:00 p.m. Monday to Friday.

Departmental Grading System:

The following percentage-to-letter grade conversion scheme has been adopted for use in all Canadian Studies, History, and Latin American Studies courses.

| Percentage | Letter Grade | Grade Point Value | Description |
|------------|--------------|-------------------|---------------------------------------------------------------------------------------------|
| 90-100 | A+ | 4.00 | Outstanding |
| 85-89 | A | 4.00 | Excellent—superior performance showing comprehensive understanding of subject matter. |
| 80-84 | A- | 3.70 | |
| 77-79 | B+ | 3.30 | |
| 73-76 | B | 3.00 | Good—clearly above average performance with knowledge of subject matter generally complete. |
| 70-72 | B- | 2.70 | |
| 67-69 | C+ | 2.30 | |
| 63-66 | C | 2.00 | Satisfactory—basic understanding of the subject matter. |
| 60-62 | C- | 1.70 | Receipt of a grade point average of 1.70 may not be sufficient for promotion or graduation. |

| Percentage | Letter Grade | Grade Point Value | Description |
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- Failure to cite sources properly may be considered plagiarism. This could include quotations, and wording used from another source but not acknowledged.
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- Extensive paraphrasing of one or a few sources is also considered plagiarism, even when notes are used, unless the essay is a critical analysis of those works.
- The use of notes does not justify the sustained presentation of another author's language and ideas as one's own.

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Universal Student Ratings of Instruction:

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses (www.ucalgary.ca/usri). Your responses make a difference. Please participate in USRI Surveys.

Student Accommodations:

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

Students who require an accommodation in relation to their coursework based on a protected grounds other than disability should communicate this need in writing to their Instructor.

The full policy on Student Accommodations is available at http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy_0.pdf.

Other Useful Information:

Faculty of Arts Representatives: 403-220-6551, arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, arts4@su.ucalgary.ca.

Safewalk and Campus Security: 403-220-5333.

Please also familiarize yourself about the following topics by consulting the information at these links:

Freedom of Information: <http://www.ucalgary.ca/legalservices/foip/foip-hia>

Emergency Evacuation Assembly Points: <http://www.ucalgary.ca/emergencyplan/assemblypoints>

Safewalk: <http://www.ucalgary.ca/security/safewalk>

Student Union Information: <http://www.su.ucalgary.ca/>

Graduate Student Association: <http://www.ucalgary.ca/gsa/>

Student Ombudsman Office: <http://www.ucalgary.ca/provost/students/ombuds>

Fall 2016