
HTST 300

The Practice of History

Course Description

What is history? How do historians research and write about the past? These simple questions have complicated answers. This course examines how historians have grappled with these issues in the past and how new methodologies and current political debates are changing how we think about the craft of history. Lectures, class readings, and discussions will encourage students to think critically about their discipline and to understand how it has changed from ancient times to the present.

This is a writing intensive course. Assignments are designed to help students refine their primary and secondary research skills, learn to do archival research, improve academic writing, and develop public speaking skills.

Course Policies

- *All assignments must be completed to pass the course.*
- Deadlines are firm. 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

Ms. Rebecca Ralph. Office, SS 617. E-mail: Rebecca.Ralph@ucalgary.ca

Office Hours: Tuesday 2:00 – 3:00, starting on September 22nd.

Fall 2015

MWF: 10:00 – 11:50, SS 113

Instructor: Dr. N. Janovicek

E-Mail: njanovic@ucalgary.ca

Phone: 403-220-6403

Office: SS 612

Office Hours: Monday 11:00 – 12:00 and
Friday 1:00 – 2:00

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 2, 16 & 23, November 6 & 20

5 Short Assignments: 25% (5% each)

November 13

Research Proposal: 15%

November 27

Book Review: 15%

Monday, December 7th

Research Essay: 30%

Assignments

Written work must be submitted electronically on **Desire2Learn**. You must have a University of Calgary IT account to access D2L. Details on the short written assignment, the book review, and the research essay proposal, and final paper will be posted in Assignments. Students will submit their papers in the Digital Dropbox.

All papers must be submitted on the D2L Digital Dropbox by 5:00 pm on their due dates. Students are responsible for making sure that their work is submitted. Deadlines are firm, but students who make arrangements with me in person at least one week before the assignment is due may receive an extension if I deem the circumstances to be appropriate. Late papers will lose 1/3 of a mark for each day that it is late; in other words: a paper assessed as a B turned in 2 days late (including weekends) will receive a C+.

I expect that all papers will have a clear thesis statement, be well organized, and have a logical argument. You should read [*The History Student's Handbook: A Short Guide to Writing History Essays*](#), which is available on the History Department Website.

Use footnotes or endnotes to reference your term papers and follow the format outlined in The History Student's Handbook. You may also refer to *The Chicago Manual of Style*, 16th Edition or Kate Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*. Both are available on-line at the Taylor Family Digital Library. Include a bibliography for the term paper. **Essays will NOT be accepted unless the citations and bibliography are correctly formatted according to the guidelines in the History Student Handbook or the *Chicago Manual of Style*.** If your citations and bibliography are not correctly formatted, it will be returned to you and you will have **48 hours** to resubmit the paper with corrected notes and/or bibliography.

Students must meet the minimum page requirements for each assignment, but should not exceed them either. It is as important to learn how to make an argument in a few pages as it is to sustain an argument in a longer paper.

There are many excellent databases for primary sources. You may search for your primary sources on-line. However, internet sources are usually not reliable scholarly sources. All secondary sources must be from peer-reviewed academic books or journals. Academic journals that are on-line are acceptable sources.

Short Assignments (25%)

Students will write five short papers (250 – 300 words) based on assigned readings. Each assignment is worth 5% of your final grade. The questions and detailed guidelines for the assignments will be posted on D2L. The aim of these assignments is to give students hands on experience writing in the historical mode.

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, and I advise you to 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. I will talk about how to write an academic book review and post guidelines on D2L after the in-class workshop.

Major Assignment: Working with Primary Documents (45%)

One of the main objectives of this course is to give students the opportunity to work with primary sources. The research essay must be based on a set of primary sources. I strongly encouraged you to work at one of the following archives in the city:

- [Glenbow Museum and Archives](#)

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

Working with archival collections requires good time-management because archives tend to have shorter hours than libraries. You must also allocate blocks of time (a day or an afternoon) to work in the archives. If you cannot work in one of these archives, then you may use digital archival collections of a major archive. If you decide to use an on-line repository, you must consult the instructor during office hours for approval of your assignment.

This is a self-directed project. You may choose a subject that interests you, but it **MUST** be based on a substantial set of primary sources. The paper must also be related to one of the weekly themes of the course. You will examine a set of primary records using one of the major theoretical frameworks we discuss in class: social science history, gender history, oral history. **Please note that if you are interested in oral history, you may not conduct interviews yourself unless you receive clearance from the university's Research Ethics Board.** This is a time-consuming process and I advise against it. You may use archival repositories of taped and transcribed interviews.

It is crucial that you begin your research early. I strongly advise you to visit the archives before the Thanksgiving Holiday and to come to my office hours to talk about your research topic. Make sure that you make enough time to ensure that you have adequate primary sources to write the paper. Examine the finding aids on the archive website or (even better) visit the archives before the reading days. Speak to an archivist about your project. They know the collections in their archives and are very happy to help researchers with their project.

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. Be clear about which methodological theme your paper engages. The proposal must also include a bibliography of primary and secondary sources. You must have already visited the archive where you will work and provide a one-page description of the primary sources that you will use for your major paper. The bibliography must be correctly formatted in the Chicago style. See "Assignments" for resubmission policy.

On the cover page of this assignment, indicate which book from your bibliography you will read for your book review.

Research Essay (30%): The essay should be about 3000 words and is due on Monday, December 7th and must be submitted to the Digital Dropbox on D2L **before 5:00 pm**. Essays will NOT be accepted unless citations and bibliography are correctly formatted. See "Assignments" for resubmission policy.

Class Participation (15%)

There will be class discussions throughout the course. Be prepared to discuss the assigned readings every week. Your participation grade is cumulative. In other words, I expect consistent participation from all students throughout the term. This is why attendance is mandatory in this course. If you miss too many classes, it will ultimately lower your grade. Students will occasionally be placed in groups and will submit worksheets reporting the key themes of their discussion.

Good participation is grounded in the assigned readings. Take notes while you read. What is the thesis of the argument? What are the sources? Is the argument logical and supported by the evidence? How do these articles contribute to your understanding of historiography, methodology, and the craft of history? Do you agree or disagree with the author? Why or why not?

I strongly recommend that you take notes in a database – and not just for this class. It's likely that the materials that you read for this course will be useful in another course, so it's useful to have all of your reading notes and citations in one place. There are many free databases available for you to download. Many historians use Zotero (<https://www.zotero.org/>), open-source reference management software designed by the Center for History and New Media at George Mason University. It was designed to help historians manage research materials. It's easy to use. And it writes your footnotes and generates a bibliography for you! (Beware. There are some glitches in the program, so you still have to proofread your notes and bibliography.)

Classroom Environment and Distribution of Class Content

I expect students to be respectful of the learning environment and the needs of other students. As a courtesy to your fellow students and your instructor, please turn off all cellular telephones and personal stereos during lectures and discussions. 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. Using laptops and similar typing devices is acceptable as long as it does not disrupt the class. (If the images on your screen distract or offend other students, I will ask you to turn your computer off and/or no longer bring it to class.) 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.

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	

Percentage	Letter Grade	Grade Point Value	Description
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.

Office Hours and Communication

Please visit me or the teaching assistant during our scheduled office hours if you have questions about the class and or the assignment. I can make an appointment if you are not available during my scheduled office hours.

When you e-mail either of us, please put HTST 300 in the subject and I advise that you use your university account so that your message does not go to the spam filter. Your e-mail should also be formal. Use the proper salutation, sign the e-mail, and check the message for grammar and spelling errors. If your e-mail requires more than a short response, I will probably advise you to see one of us during our office hours or by appointment. A short conversation about a complicated question is always more useful (and usually more efficient) than a long e-mail correspondence.

We will respond to your e-mail in a timely manner. Please be aware that we will not check or respond to student e-mails outside of business hours (Monday – Friday 8:30 am to 5:00 pm).

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. Note: I may direct students to more recent postings on Active History or newspaper articles about historical controversies.

Lecture & Readings for Discussion
Week 1 (September 9 - 11) Introduction
<ul style="list-style-type: none"> • Sean Keraj, A Brief History of the Laptop Ban, <i>Active History</i>, 31 July 2014 • Gregory Kennedy, "Is it time for the dinosaurs to go extinct? A Response to 'A Brief History of the Laptop Ban,'" <i>Active History</i>, 7 August 2014. • Start skimming Augustine, <i>City of God</i>, Book XVI (16) (chaps. 12 – 24).
Week 2 (September 14 - 18) 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 21 - 25) Big Theory
<ul style="list-style-type: none"> • John Tosh, <i>The Pursuit of History</i>, 5th Ed. (Harlow, UK, 2010), chap. 8 (D2L) • E.P. Thompson, "Time, Work-Discipline, and Industrial Capitalism," <i>Past and Present</i> 38 (December 1967): 56 – 97. • Record of Indentures of Individuals Bound Out as Apprentices, Servants, Etc. . . . <i>City of Philadelphia, October 3, 1771 to October 5, 1773</i> (Lancaster Pa.: New Era Printing Co., 1907). (Discussion of document Friday, September 25th to prepare for Assignment 1.)
Week 4 (September 28 – October 2) The Annales School
<ul style="list-style-type: none"> • Lynn Hunt, "French History in the Last Twenty Years: The Rise and Fall of the Annales Paradigm," <i>Journal of Contemporary History</i> 21, 2 (1986): 209 – 224. • 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, Volume 4</i>, Ed. Robert Forster and Orest Ranum (Baltimore: Johns Hopkins University Press, 1978): 157-79. (D2L)
Guest Lecture: Dr. Annette Timm on Digital Data Bases and Organizational Skills
Students should download Zotero: https://www.zotero.org/
Assignment 1 due Friday, October 2nd. See "Assignments" on D2L for details.
Week 5 (October 5 – 9) Hitting the Archives
Lectures and workshops will be facilitated by Regina Landwehr, University of Calgary Archives and Special Collections. We will meet in class on Monday and will work in the Archives on Wednesday, October 7 th
Week 6 (October 12 - 16) Hitting the Archives (con'd) & Current Archival Issues
Monday, October 12: Thanksgiving Holiday Wednesday, October 14 th Meet in University of Calgary Archives
<ul style="list-style-type: none"> • Amanda Wakaruk, "What the Heck is Happening up North? Canadian Federal Government Information, Circa 2014, <i>Documents to the People</i> 42, 1 (Spring 2014): 15 – 20. • Tom Peace, "Where have all the censuses gone? A Problem with Digital Data" <i>Active History</i>, 28 July 2014. • Cory Doctorow, "Canadian Libricide," <i>boing-boing</i>, 4 January 2014.
Assignment 2 Due Friday, October 16th. See "Assignments" on D2L for details.
Week 7 (October 19 – 23) Micro-History
<ul style="list-style-type: none"> • Natalie Zemon Davis, "The Time of Storytelling," in <i>Fiction in the Archives: Pardon Tales and their Tellers in Sixteenth-Century France</i> (Stanford: Stanford University Press, 1987), 7-35. (On reserve) • Carlo Ginzburg, "Checking the Evidence: The Judge and the Historian," <i>Critical Enquiry</i> 18 (Autumn 1991): 79-92. • Discussion of articles on Wednesday, October 21st to prepare for Assignment 3.
Assignment 3 due Friday, October 23rd. See "Assignments" on D2L for details.
Week 8 (October 26 – 30) Social History
<ul style="list-style-type: none"> • Peter N. Stearns, "Social History," in <i>Encyclopedia of Social History</i> (New York: 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. • Robert W. Fogel and Stanley L. Engerman, "The Relative Efficiency of Slavery: A Comparison of Northern and Southern Agriculture in 1861," <i>Explorations in Economic History</i> 8, no. 3 (1971): 353–357.
Week 9 (November 2 - 6) Gender and History
<ul style="list-style-type: none"> • Judith R. Walkowitz, "Jack the Ripper and the Myth of Male Violence," <i>Feminist Studies</i> 8, 3 (Autumn 1982), 542 - 574.

<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. (Available at TFDL as an e-book.) Discussion Wednesday, October 4th to prepare for Assignment 4.
Guest Speaker/Workshop on Proposal Writing, Friday, November 6th: Writing Support Services, Student Success Centre
Assignment 4 due Friday, November 6th. See “Assignments” on D2L for details.
Week 10 (November 9 - 13) Anthropological Influences Wednesday, November 11 & 13 Remembrance Day Holiday and Reading Days
<ul style="list-style-type: none"> Robert Darnton, “Workers’ Revolt: The Great Cat Masacre and the Rue Saint Severin, in <i>The Great Cat Massacre and Other Episodes in French Cultural History</i> (New York: Vintage, 1985), 75 – 106. (D2L) Frederic W. Gleach, “Controlled Speculation: Interpreting the Saga of Pocahontas and Captain John Smith,” in <i>Reading Beyond Words: Contexts for Native History</i>, ed. Jennifer S. H. Brown and Elizabeth Vibert (Toronto: University of Toronto Press, 1996), 21 – 42. (D2L)
Proposal due Friday, November 13th.
Week 11 (November 16 – 20) Oral History
<ul style="list-style-type: none"> Julie Cruikshank, “Oral Tradition and Oral History: Reviewing Some Issues. <i>Canadian Historical Review</i>, 75,3 (1994): 403-18. Julie Cruikshank in collaboration with Angela Sidney, Kitty Smith, and Annie Ned, <i>Life Lived Like a Story: Life Stories of three Yukon Native Elders</i> (Vancouver: UBC Press, 1990), 21- 41. (D2L) Discussion Wednesday, November 18th to prepare for Assignment 5.
Assignment 5 due Friday, November 20th. See “Assignments on D2L for Details.
Week 12 (November 23 – 27) Public History
<ul style="list-style-type: none"> Veronica Strong-Boag, “International Women’s Day (IWD) and Human Rights 2014” <i>Active History</i>, 7 March 2014. Gregor Kranjc, “Memory Politics: Ottawa’s Monument to the Victims of Communism,” <i>Active History</i>, 17 March 2015. Jill Campbell-Miller, “A Monument to the Past? The Never Forgotten National War Memorial Project.” <i>Active History</i>, 6 July 2015. Tina Loo, “Remembering and Forgetting Canada in Cape Breton, <i>Active History</i>, 9 July 2015.
Guest Speaker November 27th: Dr. Shannon Murray, Calgary Stampede Historical Specialist November 21st
Book Review due Friday, November 27th
Week 13 (November 30 – December 4) History and Popular Culture
<ul style="list-style-type: none"> Julia Smith, Robin Folvik, and Sean Carleton. Illustration: Ethan Heitner, “An Entirely Different Kind of Labour Union: The Service, Office, and Retail Workers’ Union of Canada, Graphic History Collective (June 2014). Julia Smith, “An ‘Entirely Different’ Kind of Union: The Service, Office, and Retail Workers’ Union of Canada (SORWUC), 1972 – 1986,” <i>Labour/Le Travail</i> 73 (Spring 2014): 23 – 65. Sean Carleton, “Drawing to Change: Comics and Critical Consciousness,” <i>Labour/Le Travail</i> 73 (Spring 2014): 151 – 177.
Guest Speaker: Monday, November 30th: Kevin Allen, Research Lead for the Calgary Gay History Project
Final Week: No Class. Research Essay due Monday December 7th. Must be submitted to the digital dropbox on D2L by 5:00 pm.

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 Faculty of Arts Program Information Centre (PIC) is your information resource for everything in Arts! Drop in at SS110, call 403-220-3580, or email artsads@ucalgary.ca. You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate> which has detailed information on common academic concerns.

For program planning and advice, contact the Student Success Centre (formerly the Undergraduate programs Office) at 403-220-5881 or visit their office on the 3rd floor of the Taylor Family Digital Library.

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

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

Need help coming up with a thesis statement? Confused about the proper way to use footnotes? Just want to ask someone about your written assignment for this or any other history class? The Department of History offers small-group and individual writing support for all students registered in a History class from some of our top graduate students. Check with your instructor for the scheduled weekly drop-in times, sign-up for one of the writing workshops, or arrange to meet with our writing tutors individually. More information about this program will be posted on the Department of History web site: hist.ucalgary.ca.

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 be strictly adhering 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 Blackboards 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 in the library reserve room. 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.

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 Accessibility Services:

Academic Accommodations – It is the students' responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodations and have not registered with Student Accessibility Services, please contact them at 403-220-6019. Students who have not registered with Student Accessibility Services are not eligible for formal academic accommodations. More information about academic accommodations can be found at www.ucalgary.ca/access.

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:

- *Academic Accommodations:* <http://www.ucalgary.ca/drc/node/46>
- *Freedom of Information:* <http://www.ucalgary.ca/secretariat/privacy>
- *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>