UNIVERSITY OF CALGARY

Department of History

HTST 300
THE PRACTICE OF HISTORY
Spring 2022

Instructor: Dr. Ken MacMillan (macmillk@ucalgary.ca)
Teaching Assistant: Jessica Tannenbaum (jessica.tannenbaum@ucalgary.ca)
Office Hours: By appointment only via Zoom
Course Delivery: Online, asynchronous

Description

This course is an introduction to the practice of History both as an academic discipline and as it relates to public expressions of the past. It places a high emphasis on the word "practice," keeping reading materials and lecture content manageable while prioritizing hands-on application of the historical discipline through assignments. This course is offered asynchronously, with no live components or scheduled meeting times.

Learning Outcomes

Participants in this course will have the opportunity to:
1. Develop an understanding of the discipline of History and the historian's skill set;
2. Learn about and use libraries, archives, and digital resources;
3. Analyze primary and secondary sources;
4. Practice correct citation style and writing methods for History;
5. Understand chronological awareness and cause and effect relationships;
6. Develop ethical, empathetic, evidence-based, and argumentative historical assignments.

Reading Material

The History Student's Handbook: A Short Guide to Writing History Essays (D2L).
Primary and secondary source selected by each student (see below).

Assessment

Method	Due Date	Weight	Learning Outcomes
Historical Timeline	May 20	15%	1, 4, 5
Source Selections	May 27	5%	2, 3, 4
Primary Source Analysis	June 3	30%	1, 3, 4, 6
Secondary Source Analysis	June 10	30%	1, 3, 4, 6
Research Essay Template	June 17	20%	1, 2, 4, 6

Graders

Each assignment will be graded by Ken MacMillan (KM) and Jessica Tannenbaum (JT), according to the following table. If you have questions about assignments, please contact the appropriate grader.

Assignment	Surnames A–K	Surnames L–Z
Historical Timeline	KM	JT
Source Selections	JT	KM
Primary Source Analysis	KM	JT
Secondary Source Analysis	JT	KM
Research Essay Template	KM	JT

Grading Policies

All assignments must be uploaded to the course D2L Dropbox in Microsoft Word or Adobe PDF format (not both) by 11:59 pm on the due dates. Please do not email assignments, as they must be assessed on Dropbox. Extensions must be requested in advance of due dates and will not normally exceed 48 hours unless there are compelling extenuating circumstances. Late assignments may be penalized 3% per day, including weekends. It is my standard practice to grade and provide feedback for assignments submitted on the due date within one week. Assignments submitted late, whether or not they have received an extension, will be graded when it is convenient and will not normally be accompanied by feedback. Each assignment is accompanied by a sample and list of grading criteria, available on D2L. Please review these in advance of submission and use them to model the style, methods, and expectations for your assignments. As this course places a high priority on the practice of History as an academic discipline, all assignments must conform to the standards outlined in *The History Student's Handbook*. This especially applies to writing style and the formatting of footnotes and bibliographies, which must be in proper Chicago Style. Please note that other formats, such as MLA and APA style, are not acceptable. All assignments in this course are to be completed individually; no collaboration is permitted. For additional grading information, please see the "Grading Practices" document on D2L.

Historical Timeline

One of the core skills for students of history is to understand chronology (the order in which historical events occurred) and causation (what triggered a historical event, what developments caused change, and what that change involved.) This assignment involves producing a timeline of a major historical event, from any time period and geographical location. The event should be known to those with a general interest in History. Examples include the European Black Death, the Spanish conquest of the Aztec empire, the Chinese cultural revolution, the French Revolution, the cold war, the American civil rights movement, the Cuban missile crisis, South African apartheid, and many, many others. The timeline should contain about 40 entries (minimum 35, maximum 45). Remember to choose an event that has clear start and end dates and that can be chronicled in approximately 40 entries. Thus, for example, an event such as "World War I" would be far too large; instead, choose a sub-topic, such as "Canada in World War I." You must also provide a list of sources (minimum 4) that were used to compile your timeline. Because you are not engaging with arguments or interpretations, these sources can include encyclopedia (including Wikipedia) and online websites, but these should be balanced with more academic sources as well. Do not use sources with clear biases or lack of evidentiary foundation, such as sites that promote counter-historical narratives (such as Holocaust denial websites), or amateur online sources.

The timeline should take the form of a table with the following three headings:

Year	Development	Significance
If the event occurred over a short period of time (e.g. the Cuban missile crisis), it may be necessary to add months or days to the year to differentiate developments.	Include a brief (5-10 word) summary of each key historical development related to your event. Be selective about these as not all will be of equal importance. Your first development should be the "trigger" that started your event.	Indicate in a single sentence (10-20 words) why this development was important for your event. It can be useful to use "action" words (caused, enabled, created, allowed, etc.) to show cause and effect.

Source Selections

This assignment requires you to provide complete citations (including URLs if appropriate) of your selections for the Primary Source Analysis and Secondary Source Analysis. Its purpose is for the instructor to determine the suitability of the texts selected for analysis, based on how well they meet the expectations described below in **_bold and italics_**. Please remember to review the feedback for this assignment, as it might be necessary to find more suitable sources.

Primary Source Analysis

This assignment involves selecting a primary source available online, particularly through the Databases available through the University of Calgary library, and writing an analysis of that source, using the methods discussed in lectures and in part III of _The History Student's Handbook_. The analysis should be about 1200 words (3–4 double-spaced pages.) It should present arguments and criticism as well as reflect on the value of the source, both at the time it was written and to modern historians.

The source must be of value to historians, between 20 and 50 pages in length (if using an online source without pagination, between 5000 and 15000 words), and written by a single individual. It is acceptable to extract a contiguous portion of a longer source, but make sure you clearly indicate what section is being used.

If you are using a source edited by a historian, remember that your task is to analyze the primary source, not the edition in which it is found (that is, do not interrogate introductory material or scholarly apparatus.) Examples of sources include, but are not limited to: autobiographies, diaries, legal cases, legislation, letters, novels, pamphlets, public records, and treatises. It is acceptable to use English translations of foreign sources or modern editions of earlier sources. It is also acceptable to undertake additional research in order to contextualize your source and enable criticism, in which case such works must be listed in a properly-formatted bibliography.

Secondary Source Analysis

This assignment involves selecting an academic book (monograph) available through the University of Calgary library or other repositories, and writing a review of that source, using the methods discussed in lecture and in part III of _The History Student's Handbook_. The analysis should be about 1200 words (3–4

double-spaced pages.) It should identify the author's topic, chronological time period, research question(s), thesis, how the thesis is developed, the type of evidence used (eg. manuscript, printed, secondary), other historians with whom the historian has engaged, how effectively the argument is developed, and why it is important.

The source must be a peer-reviewed academic book of at least 150 pages, written by a single individual, and published since 2000. The book must have been written by a professional historian, have been published by a reputable academic press, and have either footnotes or endnotes.

Do not select textbooks, edited collections of essays, or academic articles, as these do not meet the criteria for this assignment. It is acceptable to undertake additional research by examining, for example, the author's professional website and reviews of the book under examination, in which case such works must be listed in a properly-formatted bibliography.

Research Essay Template

The research essay template is available on D2L. It focuses on the material discussed in the "Historical Research Essays" section of the course, which will also require knowledge of earlier materials, including accessing library resources, evaluating sources, and using correct citation style.

Communication and Learning Technologies

We will normally respond to emails within 24 hours, Monday to Friday; we will not normally respond to queries that are answered in this outline or on D2L, so please look for answers to your questions first. This course requires a certain level and knowledge of technology – specifically, a computer and a reliable internet connection – to view lectures, supplementary materials, and external links provided on D2L, and to complete, upload, and review feedback for assignments. Students who wish to make use of Zoom for an appointment will require access to a camera and microphone.

Accommodation

If you have conditions or circumstances that require accommodations, you are encouraged to contact Student Accessibility Services and to contact me by email to discuss reasonable measures that will ensure your success in this course. Situations requiring accommodations may include, but are not limited to, ongoing or temporary illness or disability, or the need to adjust deadlines because of personal circumstances, such as child care or family responsibilities.

Method of Instruction

The lectures for this course are pre-recorded using Yuja lecture capture, accompanied by PowerPoint presentations and websites, and will be available on D2L on the days listed below. You are expected to view these lectures within one week, according to your own schedule. All lectures are for the exclusive use of students registered in this course and may not be distributed to third parties under any circumstances.

Schedule

Date	Topic and Key Dates	Assignments
May 4	Intro; Brief History of History; Skills of the Historian; Uses & Abuses of History	Read *History Student's Handbook*
May 10	Categories of History; Primary Sources	
May 17	Secondary Sources; Libraries & Archives	Historical timeline due May 20
May 24	Method, Theory, & Ideology; Historical Research Ethics	Source Selections due May 27
May 31	Historical Research Essays, Parts I and II	Primary analysis due June 3
June 9	Historical Research Essays, Part III	Secondary analysis due June 10
June 14	Conclusion	Research essay template due June 17

THE FOLLOWING INFORMATION APPEARS ON ALL DEPARTMENT OF HISTORY COURSE OUTLINES

Departmental Grading System
The following percentage-to-letter grade conversion scheme is used in all Canadian Studies, History, and Latin American Studies courses, except for HTST 200.

Percentage	Letter Grade	Grade Point Value	Description
90-100	A+	4.00	Outstanding performance
85-89	A	4.00	Excellent performance
80-84	A-	3.70	Approaching excellent performance
77-79	B+	3.30	Exceeding good performance
73-76	B	3.00	Good performance
70-72	B-	2.70	Approaching good performance
67-69	C+	2.30	Exceeding satisfactory performance
63-66	C	2.00	Satisfactory performance
60-62	C-	1.70	Approaching satisfactory performance.
56-59	D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject
50-55	D	1.00	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.
0-49	F	0	Failure. Did not meet course requirements.

Please Note: Students are expected to reach the grade range to receive that letter grade (ie. to receive an A- a student will have earned an 80 or 3.7 in the course). Assume that there will be no rounding up unless a faculty member announces otherwise.

Program Advising and Student Information Resources
- For program advising in the Faculty of Arts, contact the Arts Students Centre (ASC).
- For questions about admissions, student awards, common registration issues, financial aid and student fees, contact Enrolment Services

- Sometimes unexpected circumstances may affect your schedule. You can change your registration during the course change period. Please see the [Registration Changes and Exemption Requests](#) page.

Attention history majors: History 300 is a required course for all history majors. You should normally take this course in your second year.

Writing
All written assignments and written exam responses are assessed partly on writing skills. Writing skills include surface correctness (grammar, punctuation, sentence structure, etc.) and general clarity and organization. Research papers must be properly documented according to the format described in *[The History Student's Handbook](#)*.

Academic Misconduct
Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For more information, please see the University of Calgary [Student Academic Misconduct Policy](#) documents, and visit the [Academic Integrity Website](#).

Plagiarism
Plagiarism occurs when students submit or present the ideas and/or writing of others as if they were their own or when they submit their own work to two different classes. Please see *[The History Student's Handbook](#)* for more details, but to summarize, plagiarism may take several forms:
- Failing to cite sources properly
- Submitting borrowed, purchased, and/or ghostwritten papers
- 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, even when referenced properly, unless the essay is a critical analysis of those works

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 Art's associate deans of students who will apply the penalties specified in [the university calendar](#).

Academic Accommodation
It is the student's responsibility to request academic accommodations according to the [Student Accommodations policy](#). Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the [Procedure for Accommodations for Students with Disabilities](#). Students who require an accommodation in relation to their coursework based on a protected ground other than Disability should communicate this need in writing to their Instructor.
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 [Student Accessibility Services](#).

Research Ethics
Students are advised that any research with human subjects – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the Conjoint Faculties Research Ethics Board. In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required.

Instructor Intellectual Property
Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation
All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright and requirements of the Copyright Act to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Copyright of Educational Materials
The University of Calgary has opted out of the Access Copyright Interim Tariff proposed by the Copyright Board. Therefore, 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. 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 course pack from the University of Calgary bookstore or consult books on reserve at the library. Please see the University of Calgary copyright page.

Freedom of Information and Protection of Privacy
Student information will be collected in accordance with usual classroom practice. Students' assignments will be accessible only by the authorized course faculty and teaching assistants. Private information related to the individual student is treated with the utmost regard.

Media Recording
The instructor may use media recordings to record the delivery of a lecture for various reasons, including lecture capture and self-assessment. Students will be informed of media recordings in advance and the recording device will be fixed on the instructor. In the event that incidental student participation is recorded, the instructor will ensure that any identifiable content (video or audio) is masked, or will seek consent from identifiable students, before making a recording available to the class.

Media Recording for the Assessment of Student Learning
The instructor may use media recordings as part of the assessment of students, by prior arrangement. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will

not be shared or used for any other purpose.

Sexual Violence Policy
The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the sexual and gender-based violence policy.

Other Useful Information
Please see the Registrar's Course Outline Student Support and Resources page for information on:
- Wellness and Mental Health
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk

Department of History Twitter @ucalgaryhist

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