



UNIVERSITY OF
CALGARY

Department of History

HTST 300 THE PRACTICE OF HISTORY Spring 2023

Instructor: Dr. Ken MacMillan (macmillk@ucalgary.ca)

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Office Hours: By appointment 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 minimal while prioritizing hands-on application of the historical discipline through regular 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 an ethical, empathetic, evidence-based, and argumentative historical essay.

Reading Material

The History Student’s Handbook: A Short Guide to Writing History Essays (D2L)

Assessment

Method	Due Date	Weight	Learning Outcomes
Historical Timeline	May 17	15%	1, 4, 5
Primary Source Analysis	May 24	20%	1, 3, 4, 6
Secondary Source Analysis	May 31	25%	1, 3, 4, 6
Research Essay	June 14	40%	1, 2, 3, 4, 5, 6

Please note that there is no final examination in this course.

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. Extensions must be requested in advance of due dates and will not normally exceed 72 hours. 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. For additional grading information, please see the “Grading Practices” document on D2L.

General Assignment Information

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.

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 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 38, maximum 42). Remember to choose an event that has clear start and end dates, and that can be produced in about 40 entries. *Do not choose an event that lasts more than one century*. You must also provide a list of sources (minimum 4) that were used to compile your timeline. These sources can include encyclopedia (including Wikipedia) and online websites, but these should be balanced with academic sources as well. Do not use sources with biases or lack of evidentiary foundation, such as sites that promote counter-historical narratives (such as Holocaust denial), 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 (10–15 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.

Primary Source Analysis

This assignment involves selecting a primary source available either in print or 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, 20 to 40 pages in length (if using an online source without pagination, between 5000 and 10000 words), and be 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 in doubt about the suitability of a primary source, please contact your grader.

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. 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.) It may be necessary 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 article available through the University of Calgary library 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, time period, argument, how and how effectively the argument is developed, the type of evidence used (eg. manuscript, printed, secondary), other historians with whom the historian has engaged, and critical analysis that discusses strengths and weaknesses.

The source must be a peer-reviewed academic article of at least 15 pages (if an online article without pagination is being used, at least 6000 words), written by a single individual, and published since 2010. The article must have been written by a professional historian, have been published in a reputable academic historical journal (many will have the word History or Historical in the journal title, such as the Journal of the History of Sexuality or the Canadian Historical Review, but many other journals are also appropriate, such as the Journal of British Studies or Past and Present), and have either footnotes or endnotes. If in doubt about the suitability of an article, please contact your grader.

Please note that book reviews, review articles (articles that review secondary literature as opposed to relying on primary sources), encyclopedia entries, biographies, newspaper articles (such as from the *Globe and Mail*), magazine articles (such as from *Maclean's*), academic monographs, graduate dissertations, and public lectures *are not acceptable* for this assignment. It may be necessary to undertake additional research by examining, for example, the author's professional website or sources used by the author, in which case such works must be listed in a properly-formatted bibliography.

Research Essay

The capstone project in this course is a historical research essay, using the techniques discussed in the “Historical Research Essays” section of the course, as well as the lectures on sources, libraries, style, and *The History Student’s Handbook*. This assignment is designed to test your knowledge of the entire course and, therefore, the final two weeks of the course are devoted entirely to this project. There are no lectures during these weeks, although the graders will be available for consultation (over email or Zoom). The essay should be approximately 2000 words (6–7 double-spaced pages) and must make use of a minimum of five secondary sources. Primary sources may be used but this is optional. It is acceptable to develop an essay using the same topic as your primary and/or secondary source analyses, in which case those sources may be used in this assignment. Remember to use footnotes and a complete bibliography of all sources consulted in the preparation of the essay.

Communication and Learning Technologies

Communication with the instructor and teaching assistant will normally take place over email. For general course information, questions about lectures, or requests for extensions or accommodations, please email the instructor. For assignments, please email the person who will be grading your assignment, as shown in the “Who is my grader?” document on D2L. We will endeavour to respond to emails within 24 hours, Monday to Friday, but will generally not respond to questions on weekends or holidays. Note that 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 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 the instructor 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. Students who require additional, formal accommodation should contact Student Accessibility Services, as discussed in the “Academic Accommodation” section below.

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. Each lecture ranges from 20 to 45 minutes and each week typically includes about 75–90 minutes of lecture material. As Yuja tends to slow down one’s natural speaking voice during rendering, it is better to view the lectures at 1.25x speed. Please note that the transcripts associated with the lectures have been auto-generated by Yuja and are not always accurate. PDF versions of lecture slides will also be made available each week; these documents are not the complete lectures, as they do not include numerous examples discussed in lecture or examples using the internet or other resources. These slides should be considered a supplement to, and not a replacement of, the recorded lectures. All material on D2L is under copyright and may not be distributed to third parties under any circumstances.

Lecture and Assignment Schedule

Date	Topic
May 3	Introduction; Brief History of History; Skills; Uses and Abuses of History
May 10	Categories of History; Primary Sources; Read <i>History Student's Handbook</i>, parts III-IV
May 17	Secondary Sources; Libraries and Archives; Historical Timeline Due
May 24	Method, Theory, and Ideology; Historical Ethics; Primary Source Analysis Due
May 31	Historical Research Essays; Secondary Source Analysis Due; Read <i>Handbook</i>, part I
June 7	Historical Research Essays; Read <i>Handbook</i>, part II
June 14	Conclusion; Research Essay Due

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. See the university grading system in the calendar: <https://www.ucalgary.ca/pubs/calendar/current/f-1-1.html>.

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.

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 participants – including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – must have the approval of the [Conjoint Faculties Research Ethics Board](#) or the [Conjoint Health 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. Some courses will include assignments that involve conducting research with human participants; in these cases, the instructor will have applied for and received ethics approval for the course assignment. The instructor will discuss the ethical requirements for the assignment with the students.

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 unauthorised 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 IN LEARNING ENVIRONMENTS

Media Recording for Study Purposes (Students)

Students who wish to audio record lectures for personal study purposes need to follow the guidelines outlined in [Section E.6 of the University Calendar](#). Unless the audio recording of lectures is part of a student accessibility requirement, permission must be sought by the course instructor to audio record lectures.

Media recording for lesson capture

The instructor may use media recordings to capture the delivery of a lecture. These recordings are intended to be used for lecture capture only and will not be used for any other purpose. Recordings will be posted on D2L for student use and will normally be deleted at the end of term. Students are responsible for turning off their camera and/or microphone if they do not wish to be recorded.

Media recording for assessment of student learning

The instructor may use media recordings as part of the assessment of students. 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. The recording will be destroyed as specified by [retention rule 2000.01](#) “Examinations and Student Assignments.”

Media recording for self-assessment of teaching practices

The instructor may use media recordings as a tool for self-assessment of their teaching practices. Although the recording device will be fixed on the instructor, it is possible that student participation in the course may be inadvertently captured. The recording will be destroyed as specified by [retention rule 98.0011](#) “Draft Documents & Working Materials.”

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
- Campus Security 220-5333

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