

# 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 primary 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. Mathew Ruguwa; [mathew.ruguwa@ucalgary.ca](mailto:mathew.ruguwa@ucalgary.ca)

Office Hour: Tuesdays 14:00-15:00, SS 635

Winter 2019

Tuesdays and Thursdays 11:00-12:15

Instructor: George Colpitts

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Phone: 403-220-6415

Office: SS 614

Office Hours: Monday 900 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%

Short Assignments, January 24, 31, February 14, 28, March 7, 14, 21  
Best 6 Short Assignments of 7: 30% (5% each)

#### March 21

Book Review: 25%

#### April 11

Primary Source Analysis: 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 book review, and document analysis 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 (30%)

You are required to complete **seven** 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 (25%)

Students will write a 750-word book review for this course. Students must choose and submit for approval by January 31 a peer-reviewed historical monograph published by a university press 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: Document Analysis (total 30%)

The Document Analysis will be 2000 words in length and due on the last day of instruction. It is expected that students will analyze a substantial primary source or collection of primary sources. They can choose an online repository of sources, a published primary narrative, diary or collection of letters. Students are encouraged to consider analyzing an archival fond within the following archives: Library and Special Collections (Taylor Family Digital Library); Arctic Institute of North America; Glenbow Archives and Library, Calgary Stampede Archives. The analysis should be contextualized with the use of five to seven appropriate secondary sources (books or articles). Citations and bibliography need to be correctly formatted (see The History Student's Handbook and The Chicago Manual of Style for guidance).

## 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.

## Class Schedule

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

Lecture & Readings & Assignment Schdeule
<b>Week 1 (January 10) Introduction</b> <ul style="list-style-type: none"><li>Start skimming Augustine, <i>City of God</i>, Book XVI (16) (chaps. 12 – 24).</li></ul>
<b>Week 2 (January 15, 17) Empiricism</b> <ul style="list-style-type: none"><li>Complete skimming Augustine, <i>City of God</i>, Book XVI (16) (chaps 12 – 24).</li><li>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.</li></ul>
<b>In class discussion: See D2L for details. “Letters as Sources”:</b> <a href="http://www.glenbow.org/collections/search/findingAids/archhtm/macleod.cfm#series1">http://www.glenbow.org/collections/search/findingAids/archhtm/macleod.cfm#series1</a>
<b>Week 3: (January 22, 24) Placing History</b> <ul style="list-style-type: none"><li>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.</li><li>Dagomar Degroot, “Never such weather known in these seas’: Climatic Fluctuations and the Anglo-Dutch Wars of the Seventeenth Century, 1652-1674,” <i>Environment &amp; History</i> 20:2 (May 2014), 239-273.</li><li>Examine HGIS maps offered under “Lessons” at <a href="http://geospatialhistorian.wordpress.com/">http://geospatialhistorian.wordpress.com/</a>.</li></ul>
<b>Assignment 1 due Thursday, January 24. See “Assignments” on D2L for details. “Spatial Analysis of Prince’s Island, Calgary</b>
<b>Week 4 (January 29, 31) Big Theory</b> <ul style="list-style-type: none"><li>E.P. Thompson, “Time, Work-Discipline, and Industrial Capitalism,” <i>Past and Present</i> 38 (December 1967): 56 – 97.</li></ul>
<b>Assignment 2 due Thursday, January 31. See “Assignments” on D2L for details. “The Diary as Source”</b>
<b>Week 5 (February 5, 7) Library and Archives visits</b>
<b>Week 6: (February 12, 14) The Annales School</b> <ul style="list-style-type: none"><li>André Abbiatuci, “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.</li><li>Emmanuel LeRoy Ladurie, Montaillou: The Promised Land of Error (1978; Vintage, 1979), v-xvii, 179-191, 277-287.</li></ul>
<b>Assignment 3 due Thursday, February 14. See “Assignments” on D2L for details. “Non-Narrative Sources”</b>
<b>Week 7 (February 19, 21) TERM BREAK no classes</b>
<b>Week 8: (February 26, 28) Social History Beyond the French Academy</b> <ul style="list-style-type: none"><li>Peter Stearns, “Social History,” in <i>Encyclopedia of Social History</i> (Garland, 1994), 890-896.</li><li>Roderick Floud, “The Dimensions of Inequality: Height and Weight Variation in Britain, 1700-2000,” <i>Contemporary British History</i> 16:3 (2002): 13-26.</li></ul>
<b>Assignments: 4 due Thursday, February 28, See “Assignments” on D2L for details. “The Memoir as Source”</b>
<b>Week 9 (March 5, 7) Social Science History Part II</b> <ul style="list-style-type: none"><li>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.</li></ul>
<b>Assignment 5 due Thursday, March 7. See “Assignments” on D2L for details. “Linking Argument to Sources”</b>

### **Week 10: (March 12, 14) Gender and History**

- Judith R. Walkowitz, *City of Dreadful Delight: Narratives of Sexual Danger in Late-Victorian London* (Chicago: University of Chicago Press, 1992), Chap 7, pp. 191 – 228 & notes, 301-310. (Available at TFDL as an e-book.)
- Thomas Kühne, “Comradeship: Gender Confusion and Gender Order in the German Military, 1918-1945,” in Home/Front: The Military, War and Gender in Twentieth-Century Germany, ed. Karen Hagemann and Stefanie Schüler-Springorum (Oxford: Berg Publishers, 2002), 233–254.
- “Who Discovered Yukon Gold?” on D2L

Note: In the last part of class on March 14, students will be broken into groups. Each group will determine which type of primary source its members will study before the group meeting scheduled March 12. See “Assignment 5” in “Assignments” on D2L for details.

### **Assignment 6 due March 14. See “Assignments” on D2L for details. “Oral History Sources”**

#### **Week 11 (March 19, 21) Reading Narrative Primary Sources**

- March 19, group deliberation on “Who Discovered Yukon Gold?”
- March 21, group presentations on “Who Discovered Yukon Gold?”

### **Assignment 7 due Thursday March 21. See “Assignments” on D2L for details. “Weighing Primary Sources”**

#### **Week 12 (March 26, 28) Oral History**

- Julie Cruikshank, “Oral Tradition and Oral History: Reviewing Some Issues, *Canadian Historical Review*, 75,3 (1994): 403-18.
- Keith Thor Carlson, “Reflections on Indigenous History and Memory: Reconstructing and Reconsidering Contact, in John Sutton Lutz, ed., *Myth and Memory: Stories of Indigenous - European Contact* (UBC Press, 2007), 46 - 68.

### **Book Review due Thursday March 28. See D2L for details**

#### **Week 13 (April 2, 4) Controversy and Responsibility**

- Gloria L. Main, “Many Things Forgotten: The Use of Probate Records in ‘Arming America’” *William and Mary Quarterly* 59:1 (2002): 211-16.
- Michael A. Bellesiles, “Historians and Guns,” *William and Mary Quarterly* 59: 1 (2002): 203-22, 241-68.

### **Week 14: (April 9, 11) Very Different Approaches**

- Alyson E. King, "Cartooning History: Canada's Stories in Graphic Novels," *History Teacher* 45:2 (2012): 189-219.
- Sean Carleton, “Drawing to Change: Comics and Critical Consciousness,” *Labour/Le Travail* 73 (Spring 2014): 151 – 177.

### **Primary Source Analysis due Thursday April 11 in class 28.**

## **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*.

# 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](mailto: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 3<sup>rd</sup> 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](http://hist.ucalgary.ca).

Students are also encouraged to use Writing Support Services and other Student Success Centre Services, located on the 3<sup>rd</sup> 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](http://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](http://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](http://www.ucalgary.ca/access).

## Other Useful Information:

- *Faculty of Arts Representatives*: 403-220-6551, [arts1@su.ucalgary.ca](mailto:arts1@su.ucalgary.ca), [arts2@su.ucalgary.ca](mailto:arts2@su.ucalgary.ca), [arts3@su.ucalgary.ca](mailto:arts3@su.ucalgary.ca), [arts4@su.ucalgary.ca](mailto: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>