



## Department of History

---

### HTST 300 The Practice of History Winter 2022

#### Course Outline Update: January 10– February 18, Online

As announced by the University of Calgary on January 14, 2022, almost all classes will be offered online until February 18, and possibly longer, depending upon the ongoing Covid-19 situation in the province. For this period, several important modifications to the original course outline will be in effect:

#### Class Time

At least until February 18, all classes will be held synchronously on Zoom. I have created links for each class on D2L. Go to “Communication” and pick “Zoom” from the dropdown menu. Then pick the appropriate date to enter the class and use the passcode **proftimm**. (Unless we have a security breach, you will also use this passcode for all online office hours.)

#### Office Hours

Please see the general instructions about office hours on the syllabus. While classes remain online, all office hours will be held on Zoom. You can sign up for additional office hours at <https://volunteersignup.org/CC77W> (for Dr. Timm) and <https://volunteersignup.org/LBXRE> (for the Victoria Sotvedt – the course TA). Regular office hours listed on the syllabus will take place in our offices as soon as we go back to in-person teaching. The waiting room will be in effect during all online office hours. To come to office hours, use the following links:

- **Dr. Timm’s Office Hours:** MW, 1-2 pm  
**Additional virtual office hours** (signup):  
<https://volunteersignup.org/CC77W>  
**Personal Zoom ID:** 309 246 5922  
**Passcode:** proftimm
- **Victoria Sotvedt’s Personal Zoom ID:** 486 539 5419  
Sign up for office hours at: <https://volunteersignup.org/LBXRE>  
**Passcode:** 001804

#### Online Instruction Specifics

I will be lecturing synchronously, but the lectures will be recorded. To find them, go to “Lecture Outlines” on D2L.

#### Assessments

There are no major changes to the assessments while we are online in January. If we remain online on February 18, the In-Class Essay on Ginzburg will be converted to a take-home assignment. Specific details will be provided on D2L.

#### Tech. Requirements

In order to participate effectively in our course while we are online, you must have reliable internet access and a computer or other device to access D2L and Zoom. You will be muted upon entry into the class, but since you will have to speak during our discussions, your device will also have to have a microphone. These discussions will be much more enjoyable for all of us if you turn your video on and if you find a quiet and private space from which to participate in the class!



# HTST 300

## The Practice of History

Winter 2022  
MS 319 / MWF 11:00 – 11:50  
Course Delivery: in person

**Instructor:** Dr. A. Timm  
Email: [atimm@ucalgary.ca](mailto:atimm@ucalgary.ca)  
Phone: 403-220-6411  
Office: SS 630  
Website: <http://hist.ucalgary.ca/atimm>

**Office Hours:** MW, 1-2 pm  
**Additional virtual office hours (signup):**  
<https://volunteersignup.org/CC77W>

**Personal Zoom ID:** [309 246 5922](#)  
**Passcode:** proftimm

### Course Description

What is history? The knowledge that we all have a past would seem to be simple common sense. And yet, what it is that historians actually do when they write about the past is a matter of remarkable confusion and controversy. How do we get from the dusty archive to a gripping narrative? How do we convince others that our arguments about the past are valid? How have new technologies transformed the thinking, arguments, and practices of professional and amateur historians? And how does historical knowledge enter and influence current political and social debate? This course is aimed at history majors and will present a survey of the range of historical methods and modes of argumentation that historians have used and are developing.

### Course Goals

This course will prepare history majors for the essay- and research-intensive courses of their final years in the history program. We will focus on methods of argument and research techniques that will improve students' abilities to produce cogent and convincing historical essays. These skills are critical for work in any of the social sciences and humanities disciplines, but the methodologies we will be exploring also have practical implications for use in any field of endeavour that requires critical thought and structured argument.

### Course Policies

- Deadlines are firm. Two percentage points will be deducted from your paper grade for every day your paper is late.
- Essays must be submitted to D2L in PDF format and must use the Word template provided there. They must use Chicago-style footnotes (as outlined in the department's [History Student's Handbook](#)).

### Teaching Assistant:

Victoria Sotvedt  
Email: [ymmcgo@ucalgary.ca](mailto:ymmcgo@ucalgary.ca)  
Sign up for office hours at: <https://volunteersignup.org/LBXRE>  
Zoom Meeting ID: [486 539 5419](#)  
Passcode: TA2022

### Readings:

#### Books to purchase at UofC Bookstore:

- Michael Burger, *Reading History* (University of Toronto Press, 2021).
- Carlo Ginzburg, *The Cheese and the Worms: The Cosmos of a Sixteenth-Century Miller* (JH UP, 1980).

#### Other Required Readings:

- [History Student's Handbook](#)
- Readings listed below and available on D2L.

### Due Dates & Weighting

---

throughout term

**Participation:** 15%

---

Unannounced dates

**Pop quizzes on readings:** 5%

---

Jan. 25, Feb. 2, March 8 & April 5

**Short Assignments:** 20% (5% each)

---

Feb. 9, by 9 pm on D2L

**Essay-Writing Quiz:** 5%

---

Feb. 18

**Take-Home Midterm on Ginzburg:** 15%

---

March 23, by 9 pm on D2L

**Archival Essay Proposal:** 10%

---

April 14, by 9 pm on D2L

**Archival Essay:** 30%

## Assignment Descriptions

Assessment Method	Due Date	Description	Weight
Participation	throughout the term	Students are expected to come to class regularly and to participate in discussions. We will often be working in small break-out groups, and students will turn in notes on these discussions in class. <b>Absences will dramatically affect your participation mark.</b>	15%
Pop Quizzes	unannounced	There will be <b>five</b> multiple-choice pop quizzes on the required reading. These will be conducted on D2L. They will be due on Fridays and will appear the day before. Once you begin the quiz, you will have 15 minutes to complete it.	5%
Essay-Writing Quiz	Feb. 9 (on D2L, finish by 9 pm)	This is a multiple-choice quiz that you will take on D2L. It will be available one week before it is due and is based on the Essay-Writing Tutorial available on my web site (see <a href="https://hist.ucalgary.ca/atimm/writing-advice/essaywriting-tutorial">https://hist.ucalgary.ca/atimm/writing-advice/essaywriting-tutorial</a> ). Once you begin the quiz, you will have <b>one hour</b> to complete it, though you will likely need far less time than this. After an hour, your results will auto-submit, meaning that no further changes will be possible.	5%
Short Assignments	Jan. 25, Feb. 2 March 8 April 5 (by 9 pm)	You are required to complete <b>four</b> short written assignments during the term (three of them 250-300 words and one of them 500 words long). The assignments will be listed and submitted through the D2L Dropbox, which you can find this under the "Assessments" menu. The aim of each of these assignments is to give you hands-on experience in reading, research, analysis, and writing in the historical mode.	20% (5% each)
Take-Home Midterm on Ginzburg	Feb. 18 (uploaded to D2L by 9 pm)	As a midterm, students will write a short take-home essay of <b>4 to 5 pages</b> on Carlo Ginzburg's <i>The Cheese and the Worms</i> . This book is a classic example of innovative historical methodology and is very commonly taught in historiography courses. The essay questions and instructions will be available on D2L a week before the due date.	15%
Archival Essay Proposal	March 23 (uploaded to D2L by 9 pm)	All students must submit a proposal for the Archival Essay so that I can provide early feedback. For detailed instructions see the relevant passage of the "Instructions for the Archival Essay" on D2L. <b>Policies:</b> <ol style="list-style-type: none"> <li>1. I will not grade your essay if you have not turned in a proposal.</li> <li>2. I will not grade either your essay or the proposal if you have not used the citation format described in the <i>History Student's Handbook</i>. (For more detailed advice, see <a href="#">The Chicago Manual of Style</a>.) If there are grave problems with your formatting, I will return the proposal to fix it before providing any comments or a grade.</li> </ol>	10%
Archival Essay	April 14 (uploaded to D2L by 9 pm)	Your Archival Essay should be 2000 to 2500 words in length and must focus on archival documents (broadly defined). More detailed instructions will be posted on D2L. <b>Policies:</b> <ol style="list-style-type: none"> <li>1. You must find your primary source in the university archive or choose from a list of archives and repositories I will provide. You must clear any other choices with the instructor in advance of writing your proposal.</li> <li>2. <b>Papers not based on an archival source will not be accepted.</b></li> <li>3. You may also use taped or transcribed interviews, but only if they are housed in an official archive that does not demand an ethics review for use.</li> </ol>	30%

## Office Hours: Contacting the Instructor and the TA

Please come to see the instructor and/or teaching assistant during office hours, especially if you are having difficulty with this course. If you cannot make it to our posted office hours (or the time slots we will create at <http://volunteersignup.org>, please contact us to arrange another mutually acceptable time. Feel free to contact us by email, but be aware that university employees receive a huge volume of correspondence. It is vital that you include HTST 300 in your subject line to ensure that your message receives priority and does not wind up in a spam filter. (It is highly advisable to send your email from a university account.) Please address us politely (with correct titles) and sign your email with the name that you would like us to use in our response. (For a good guide on writing to professors, see: <http://www.wikihow.com/Email-a-Professor>.) We will strive to get back in touch with you within 24 hours (or on Monday if you sent your message over the weekend).

## Learning Outcomes

Intense engagement with readings and structured oral and written assignments will help students to improve their ability to:

- **read deeply** and with scrupulous attention to the broader context (historical, philosophical, political, and social) of any text. This means understanding what it means to think and argue historically and requires a critical appreciation of how present-day perspectives influence interpretations of the past.
- **inquire rigorously and fruitfully**. Identify promising avenues of research and present findings in lucid and structured ways.
- **develop the capacity for scholarly rigour and informed citizenship** through the practice of **productive** disagreement. This means paying special attention to the difference between debate and inquiry and maintaining an openness to having one's mind changed. Crucially, it also means keeping one's own emotions in check and **treating each other with respect**.
- **listen closely, observe carefully, think creatively**. A productive exchange of ideas begins with listening, and all debates benefit from creative resolutions to seemingly intractable oppositions. Knowledge arises from the confrontation between a diversity of views and experiences.
- **develop an appreciation for the complexities of historical methodology**.
- **present thoughtful and well-structured arguments** in the form of an archival document essay. This includes choosing appropriate sources and properly citing them, developing a convincing thesis, and backing up arguments with evidence.

## Grading Policies

You will be graded according to the percentage-to-letter-grade conversion scheme that has been adopted for use in all Canadian Studies, History, and Latin American Studies courses. Final grades are reported as letter grades. Pop Quizzes will receive a numerical score. Essays and participation will receive letter grades. Your grade will then be calculating as a weighted score using the appropriate percentage in the column "Numerical Value in Gradebook" in the table below.

Note that I frequently give split grades (an A/A-, for instance), so I have also added those lines to the table below. When you receive a split grade, I am telling you that you are just barely squeaking into the higher of the two letter grades. You will get assigned a numerical value that is at the bottom of the range of the higher grade. So if you receive an A, it will be calculated in D2L as 87%, but if you receive an A/A-, the value entered into the gradebook will be 85%. Both are As, but one is a little lower. Only full letter grades (so the higher of the two if you receive a split grade from me) will be reported on your transcript.

Percentage	Letter Grade	Grade Point Value	Numerical Value in Gradebook	Description
90-100	A+	4.00	95	Outstanding
90	A+/A		90	
85-89	A	4.00	87	Excellent performance
85	A/A-	4.00	85	
80-84	A-	3.70	82	Approaching excellent performance
80	A-/B+	3.70	80	
77-79	B+	3.30	78	Exceeding good performance
77	B+/B	3.30	77	
73-76	B	3.00	75	Good performance
73	B/B-	3.00	73	
70-72	B-	2.70	71	Approaching good performance
70	B-/C+	2.70	70	
67-69	C+	2.30	68	Exceeding satisfactory performance
67	C+/C	2.30	67	
63-66	C	2.00	65	Satisfactory performance
63	C/C-	2.00	63	
60-62	C-	1.70	61	Approaching satisfactory performance
60	C-/D+	1.70	60	
56-59	D+	1.30	58	Marginal pass. Insufficient preparation for subsequent courses in the same subject
50-55	D	1.00	53	Minimal Pass. Insufficient preparation for subsequent courses in the same subject
0-49	F	0	49 or lower	Failure. Did not meet course requirements

## The Following Information Appears on All Department of History Course Outlines

### Departmental Grading System

See above. I added to the department table by adding my split grades and the percentages recorded in my gradebook.

**Please Note:** Students are expected to reach the grade range to receive that letter grade (i.e. to receive an A-, a student will have to earn 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

If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the [CFREB Ethics](#) website before beginning the assignment.



## **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**

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 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**

## Topics, Readings, and Assignment Schedule

NOTE: Starred readings are available for purchase in the bookstore. Readings with a hyperlink can be accessed online or using your library login. All other readings are available through in PDF format on D2L.

ALSO NOTE: From time to time, I will add to the readings on D2L by posting links to current affairs articles of interest to budding historians. Although these extra readings are not strictly required, please read them. Connecting our discussions to the present will underline the importance of having an historical sensibility in the very complex world in which we live.

Topics, Readings, and Due Dates
<b>Week 1 (Jan. 10-14): Welcome &amp; Early Historiography</b>
Rebecca Schuman, " <a href="#">The End of the College Essay</a> ," <i>Slate</i> , December 13, 2013. *Burger, <i>Reading History</i> , introduction (pp. 5-9). Start skimming, Augustine, <a href="#">City of God</a> , Book XVI (16), (Chapters 12-24).
<b>Week 2 (Jan. 17-21): From the Greeks to Augustine</b>
*Burger, <i>Reading History</i> , Ch. 2 (pp. 13-27). Complete skimming of Augustine, <a href="#">City of God</a> , Book XVI (16), (Chapters 12-24).
<b>Week 3 (Jan. 24-28): Empiricism</b>
<b>Jan. 25: Assignment 1 due. See "Assignments" on D2L for details.</b>
Leopold von Ranke, "The Ideal of Universal History," in <i>The Varieties of History: From Voltaire to the Present</i> , ed. Fritz Stern (New York: Vintage Books, 1956), 54-62. Wilhelm von Humboldt, "On the Historian's Task" (1821) and Leopold von Ranke, "On the Character of Historical Science" (1830s) in Georg G. Iggers and Konrad von Moltke, eds., Leopold von Ranke, <a href="#">The Theory and Practice of History</a> (Indianapolis: Bobbs-Merrill Co., 1973), pp. 5-28 and 33-46.
<b>Week 4 (Jan. 31-Feb. 4): The Annales School and Non-Narrative History</b>
<b>Feb. 2: Assignment 2 due. See "Assignments" on D2L for details.</b>
Lynn Hunt, " <a href="#">French History in the Last Twenty Years: The Rise and Fall of the Annales Paradigm</a> ." <i>Journal of Contemporary History</i> 21, no. 2 (1986): 209-224. Emmanuel Le Roy Ladurie, <i>Montaillou: The Promised Land of Error</i> (New York: George Braziller, Inc., 1978), v-xvii, 179-191. <a href="#">Record of Indentures of Individuals Bound Out as Apprentices, Servants, Etc. . . .</a> City of Philadelphia, October 3, 1771, to October 5, 1773 (Lancaster, Pa.: New Era Printing Co., 1907). Also available at: <a href="http://archive.org/details/recordofindentur16phil">http://archive.org/details/recordofindentur16phil</a> . "Background Information for Philadelphia Dataset." <a href="#">Dr. Timm's Essay-Writing Tutorial</a> .
<b>Week 5 (Feb. 7-11): Big Theory and Historical Time</b>
<b>Feb. 9 (by 9 pm): Essay-Writing Quiz on D2L</b>
John Tosh, <i>The Pursuit of History</i> , (5th ed.; Harlow, U.K.: Pearson, 2010): 214-45 (Ch. 8). E. P. Thompson, " <a href="#">Time, Work-Discipline, and Industrial Capitalism</a> ," <i>Past and Present</i> 38 (1967): 56-97. Emmanuel Le Roy Ladurie, <i>Montaillou</i> , "Concepts of Time and Space," 277-287.
<b>Week 6 (Feb. 14-18): Social History &amp; Micro-History</b>
<b>February 18: Take-home midterm on Ginzburg, uploaded to D2L by 9 pm. WE WILL NOT MEET ON THIS DAY!!</b>
Peter N. Stearns, "Social History," in <a href="#">Encyclopedia of Social History</a> (New York: Garland, 1994), 890-896. *Carlo Ginzburg, <i>The Cheese and the Worms: The Cosmos of a Sixteenth-Century Miller</i> (Baltimore: Johns Hopkins UP, 1980).
<b>Feb. 21-16: Term Break, no classes</b>

<b>Week 7 (Feb. 28-March 4): Historical Research and Writing</b>
*Burger, <i>Reading History</i> , Chs. 3-6 (pp. 29-78). Ian Milligan, " <a href="#">Mining the 'Internet Graveyard': Rethinking the Historians' Toolkit.</a> " <i>Journal of the Canadian Historical Association</i> 23, no. 2 (2012): 21-64.
<b>Week 8 (March 7-11): Social Scientific and Anthropological Approaches</b>
<b>March 8: Assignment 3 due. See "Assignments" on D2L for details.</b>
Robert Darnton, " <a href="#">Workers' Revolt: The Great Cat Massacre and the Rue Saint Severin.</a> " in <i>The Great Cat Massacre: And Other Episodes in French Cultural History</i> (New York: Vintage, 1985), 75-106. Frederic W. Gleach, "Controlled Speculation: Interpreting the Saga of Pocahontas and Captain John Smith," in <i>Reading Beyond Words: Contexts for Native History</i> , ed. Jennifer S. H. Brown and Elizabeth Vibert (Toronto: U. of Toronto Press, 1996), 21-42.
<b>Week 9 (March 14-18): Gender and History</b>
Joy Parr, " <a href="#">Gender History and Historical Practice.</a> " <i>Canadian Historical Review</i> 76, no. 3 (1995): 354-76. Judith R. Walkowitz, " <a href="#">Male Vice and Feminist Virtue: Feminism and the Politics of Prostitution in 19th-Century Britain.</a> " <i>History Workshop Journal</i> 13 (1982): 79-93. Angus McLaren, <i>The Trials of Masculinity Policing Sexual Boundaries, 1870-1930</i> (Chicago: University of Chicago Press, 1997), 1-36.
<b>Week 10 (March 21-25): Getting Creative</b>
<b>March 23: Archival Document Essay Proposal Due</b>
Simon Schama, <i>Dead Certainties: (Unwarranted Speculations)</i> (New York: Vintage Books, 1992), 3-20, 66-70. Holger H. Herwig, " <a href="#">Hitler Wins in the East but Germany Still Loses World War.</a> " in <i>Unmaking the West: "What-If?" Scenarios That Rewrite World History</i> , ed. Phillip E. Tetlock, Richard Ned Lebow, and Geoffrey Parker (Ann Arbor: University of Michigan Press, 2006), 323-360. Chester Brown, <i>Louis Riel: A Comic-Strip Biography</i> (Montreal: Drawn and Quarterly, 1999).
<b>Week 11 (March 28-April 1): Oral History</b>
Holocaust survivor testimony: <a href="#">Miriam Brysk Interview</a> , <i>Voice/Vision Holocaust Survivor Oral History Archive</i> . <a href="#">BC Treaty Commission, "A Lay Person's Guide to Delgamuukw."</a> Robin Fisher, " <a href="#">Judging History: Reflections on the Reasons for Judgment in Delgamuukw v. B.C.</a> " <i>BC Studies</i> 95 (Autumn 1992): 43-54. Tu Thanh Ha, " <a href="#">How 'Belfast Project' Led to Arrest of Sinn Fein Leader Gerry Adams.</a> " <i>The Globe and Mail</i> , May 2, 2014.
<b>Week 12 (April 4-8): Reading and Using Sources / Scholarly Ethics</b>
<b>April 5: Assignment 4 due. See "Assignments" on D2L for details.</b>
*Burger, <i>Reading History</i> , Parts III and IV (pp. 79-118). <a href="#">Essay-Writing Tutorial</a> George M. Dennison, " <a href="#">The Bellesiles Case and the Ethics of Scholarship.</a> " <i>Montana Professor</i> 14, no. 2 (2004).
<b>Week 13 (April 18): Archives and the Present &amp; Conclusion</b>
Maureen Healy, " <a href="#">Dictator in a Dumpster: Thoughts on History and Garbage.</a> " in <i>Experiments in Rethinking History</i> , ed. Alun Munslow and Robert Rosenstone (New York: Routledge, 2004), 225-227. <i>Endangered Archives</i> , a web site sponsored by the British Library at <a href="http://eap.bl.uk/">http://eap.bl.uk/</a> .
<b>April 14: Essay due, uploaded to D2L Dropbox by 9 pm.</b>