HTST 496
Historical Methods & Philosophies of History

Description

This seminar introduces students to the disciplinary traditions and practices of history and encourages them to critically engage in current debates about how history can and should be written. The course will focus on historiographical trends and methods and discuss key categories of analysis that historians have used since the early twentieth century. In doing so, the course will make connections to other disciplines which have both contested and informed historical methods and theories. In addition, we will chart how critical theories have challenged the way that historians construct their narratives relying on “historical truth.” Equally, we will investigate the political and emancipatory role of history.

Learning Outcomes

After successful completion of this course, students will have had the opportunity to:

- engage with the central methods of history as a discipline
- identify and explain different historical methods and philosophies
- understand how historians’ theoretical and philosophical perspectives influence their formulation of research questions, their evaluation of evidence, the construction of their arguments and narratives
- critically assess historical debates
- distinguish and interrogate historiographical approaches
- apply historical methodologies to their own research

Assessment

<table>
<thead>
<tr>
<th>Method</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Class Presentation</td>
<td>25%</td>
</tr>
<tr>
<td>Position Papers (3 @ 5%)</td>
<td>15%</td>
</tr>
<tr>
<td>Historiographical Essay</td>
<td>50%</td>
</tr>
</tbody>
</table>

Fall 2021
Delivery: in person
F 14:00-16:45am, Room SS 639

Instructor: Dr Petra Dolata
Email: pdolata@ucalgary.ca
Office hours: via Zoom
Wednesdays 11:15am-12:30pm and by appointment (please email)

Reading Material

4) Links to additional readings will be posted on D2L

Deadlines

9 December
Historiographical Essay
Individually scheduled
Class Presentation
Individually scheduled
3 Position Papers
Assessed throughout the course
Class Participation
Course Policies

- Students are expected to complete all assignments. Deadlines are firm. Two percentage points will be deducted from your grade for every day your paper is late.
- Assignments should be submitted electronically on D2L in a word document format.

Classroom Policies

- Students are expected to arrive on time and prepared to learn and discuss material.
- Discussions depend upon students being able to refer to the readings in class, so have them there with you.
- Students should be considerate and respectful of their peers.

Inclusiveness, Accommodation, Privacy, and Conduct

I am committed to creating an inclusive learning environment for all registered students. If you have conditions or circumstances that require a formal accommodation, be sure to register with Student Accessibility Services as soon as possible. Such circumstances may include disability or illness whether temporary or permanent, visible or invisible.

If you face circumstances that require an informal accommodation or adjustment, such as the need to nurse or occasionally bring a child to class or the preference to be referred to by a different name or pronoun, please contact the instructor by email or during office hours as soon as possible.

To protect the privacy of others, students may not record in any format any activity that occurs within the classroom or online. As outlined in the University Calendar, permission to sound-record lectures will only be given to students registered with Student Accessibility Services.

Grading Policies

All grades are awarded as percentages and the final calculation will be translated into a letter grade for submission to the Registrar. Students are expected to complete all assignments. Deadlines are firm. Two percentage points will be deducted from your grade for every day your paper is late. Requests for extensions should be submitted to the course instructor before the assignment due date.

Details on Methods of Assessment

Class Participation

Part of the course grade will depend upon regular class participation. Students are expected to have read all required readings before class and to engage in the class discussion on these readings. Close readings of assigned texts will be an integral part of this class. The success of any seminar rests on the active participation of all participants. Students are expected to respect each other and to contribute to productive, scholarly debate. In general, your grade for this component of the class will depend less on the frequency of your contributions than on their quality. Differences of opinion and even adversarial argumentation are unavoidable aspects of scholarly debate. However, everyone is expected to ensure that we have these debates in a collegial and respectful classroom atmosphere.

Class Presentation

Students will be expected to give one 20-minute oral presentation. The goal of the presentation will be to provide knowledgeable discussions of supplementary readings that are relevant to the topic of discussion for that day. Students will read a book and present an assessment of the central arguments, debates and methodologies. In addition, they will pose one discussion question which links the required and supplementary readings for that session. Readings for these presentations will be chosen in consultation with the instructor.

Position Papers

Three times during the semester students will write short position papers on one or more of the course readings before these will be discussed in class. These responses should be 1500 words and must not summarize the
readings but propose a thesis in direct response to the readings. Formulate your own argument about the readings in a scholarly tone. Do not summarize any more than is necessary to support your thesis; your classmates have read the same things. Instead, argue a specific point and back it up with references to the readings. Full footnoting is not necessary, but you must provide page numbers for specific arguments or quotations. Responses must be posted to D2L by 8 pm on the evening before class, and all students are expected to read all responses before coming to class.

**Historiographical Essay**

Students will have to submit a historiographical essay of approximately 10-15 pages. They will choose one of the broad subject areas of the course and apply the respective theoretical ideas to their own area of interest or research (alternative categories can be negotiated). Topics will be chosen in consultation with the instructor. More specific guidelines will be made available at the beginning of the term. Please submit electronically on D2L.

**Learning Technologies Requirements**

There is a D2L site for this course that contains relevant class resources and materials. In order to successfully engage in learning experiences in this class, students will need reliable access to the following technology: internet access and a computer, tablet, or other device to access D2L. Office hours will be conducted online, and students will need a microphone (built into device or separate).

**D2L**

This course is taught through D2L, UCalgary’s Learning Management System. The course’s D2L site will be the most important and central point of information. You will find every detail concerning this course there. It will always feature the most up-to-date information. The instructor will communicate through D2L using both the announcements within D2L and the “email class” function (so please make sure to install D2L notifications and regularly check your UCalgary emails, as D2L will always use your official UCalgary email address). Students will upload all their assessments onto D2L and grades and feedback will equally be uploaded onto D2L.

**Students are encouraged to check D2L daily.**

**Class Schedule (for weekly reading assignments please see below, p.7)**

- Week 1 (10 Sept): Introduction
- Week 2 (17 Sept): Empiricism / Historicism
- Week 3 (24 Sept): Class / Society / Historical Sociology
- Week 4 (1 Oct): The Nation / Nationalism/ Anthropology and Ethnohistory
- Week 5 (8 Oct): The State / Political Philosophy / Political Science and History
- Week 6 (15 Oct): The Public Sphere and Civil Society, Public and Community Histories
- Week 7 (22 Oct): Storytelling, Oral Histories
- Week 8 (29 Oct): Transnational, International and Global Histories
- Week 9 (5 Nov): The Linguistic Turn, Postmodernism and Cultural History
- Reading Week (12 Nov)
- Week 10 (19 Nov): Racism, Imperialism, Post-Colonialism
- Week 11 (26 Nov): Gender and Sexuality
- Week 12 (3 Dec): The Spatial Turn, Environmental History, Geography and History
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.

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

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 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 time table. 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 U of C Student Academic Misconduct Policy and Procedure 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 and Gender-Based 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

Fall 2021 (in-person)
Weekly Topics and Reading Assignments

**Required Text (indicated by *)**


(available as e-book at UCalgary Library)

**Week 1 (10 Sept): Introduction**

**Readings**

* Green & Troup, *The Houses of History*: Introduction
* Maza, *Thinking About History*: Introduction
* Munslow, *The Routledge Companion to Historical Studies*: 1-20

**Week 2 (17 Sept): Empiricism / Historicism**

**Readings**

* Green & Troup, *The Houses of History*: Chapter 2
* Maza, *Thinking About History*, Chapter 1


**Supplementary Readings**


**Week 3 (24 Sept): Class / Society / Historical Sociology**

* Green & Troup, *The Houses of History*: Chapters 3, 5 & 6
* Maza, *Thinking About History*: Chapter 5

Karl Marx, *The Eighteenth Brumaire of Louis Bonaparte* (1852).

Karl Marx, “Introduction,” in *Contribution to the Critique of Hegel's Philosophy of Right* (1844)
Supplementary Readings

Theda Skocpol, *States and Social Revolutions: A Comparative Analysis of France, Russia, and China* (Cambridge: Cambridge University Press, 1979)

Week 4 (1 Oct): The Nation / Nationalism/ Anthropology and Ethnohistory

Readings

*Green & Troup, The Houses of History: Chapter 8

Supplementary Readings


Week 5 (8 October): The State / Political Philosophy / Political Science and History

Readings

*Green & Troup, The Houses of History: Chapter 7
G.W.F. Hegel, *Reason in History: A General Introduction to the Philosophy of History*: Parts III and IV
G.W.F. Hegel, “Who Thinks Abstractly”
**Supplementary Readings**


G.W.F. Hegel, *Elements of the Philosophy of Right* (1821)

G.W.F. Hegel, *Lectures on the Philosophy of History* (1837)

Immanuel Kant, *Critique of Pure Reason* (1781)


**Week 6 (15 Oct): The Public Sphere and Civil Society, Public and Community Histories**

**Readings**

* Green & Troup, *The Houses of History*: Chapter 13

* Maza, *Thinking About History*: Chapter 4


**Supplementary Readings**


**Week 7 (22 Oct): Storytelling, Oral Histories**

**Readings**


Steven High. *One Job Town: Work, Belonging, and Betrayal in Northern Ontario* (Toronto: University of Toronto Press, 2018): Chapter 4


**Supplementary Readings**


**Week 8 (29 Oct): Transnational, International and Global Histories**

*Readings*

* Maza, *Thinking About History*: Chapter 2


*Supplementary Readings*


Karen Dubinsky, Adele Perry & Henry Yu (eds.). *Within and Without the Nation: Canadian History as Transnational History* (Toronto: University of Toronto Press, 2015)


**Week 9 (5 Nov): The Linguistic Turn, Postmodernism and Cultural History**

*Readings*


* Maza, *Thinking About History*: Chapter 6


**Supplementary Readings**

Anna Green. Cultural History (Basingstoke: Palgrave Macmillan, 2008)
Keith Jenkins. The Postmodern History Reader (London and New York: Routledge, 1997)
Hayden White. The Content and the Form: Narrative Discourse and Historical Representation (Baltimore and London: Johns Hopkins University Press, 1987)

**Reading Week (12 Nov)**

**Week 10 (19 Nov): Racism, Imperialism, Post-Colonialism**

**Readings**

* Green & Troup, The Houses of History: Chapter 12.


**Supplementary Readings**

Homi K. Bhabha. The Location of Culture (New York: Routledge, 1994)
Frantz Fanon. The Wretched of the Earth (New York: Grove, 1961)
Anne McClintock. Imperial Leather: Race, Gender and Sexuality in Colonial Conquest (New York: Routledge, 1995)
Week 11 (26 Nov): Gender and Sexuality

**Readings**


**Supplementary Readings**


Week 12 (3 Dec): The Spatial Turn, Environmental History, Geography and History

**Readings**

* Maza, *Thinking About History*: Chapter 3


Historical Methods & Philosophies of History
Supplementary Readings

Amitav Ghosh. The Great Derangement: Climate Change and the Unthinkable (Chicago: University of Chicago Press, 2016)