



UNIVERSITY OF
CALGARY

Department of History

HTST 690
HISTORIOGRAPHY & THEORIES OF HISTORY
Fall, 2021

Instructor: Dr. Frank Towers

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Office: 610 Social Sciences

Scheduled Class Times: Mondays, 3:30- 6:15 p.m.

Room: SS 623

Course Delivery: in person

Office Hours: Wednesdays and Fridays 1 p.m. – 2 p.m., online via Zoom. On D2L I will post a Zoom link for office hours the morning when they are held.

Description: This course considers historiography, or the methods professional historians use to write about the past. Rather than ask, “what happened in the past?” The central question of this course is “how do historians discover and interpret what happened in the past?” This term we will investigate three important themes of the practice of professional history: how to read history, how historians have read it, and how the records historians use have been created and curated.

Learning Outcomes:

- * Be able to identify major terms and themes in the study of historiography and historical methods.
- * Be able to connect themes in historiography and historical methods with other historical processes specific to particular times and places.
- * Be able to assess secondary sources to identify argument, structure, evidence, and contribution to their field.
- * Develop writing and research skills through an improved understanding of how historians learn about the past.
- * Demonstrate improved critical thinking and analytical skills.

Required Texts for Purchase:

- Hunt, Lynn. *History: Why It Matters*. Medford, MA: Polity Press, 2019.
- Iggers, Georg G. Q. Edward Wang, and Supriya Mukherjee, *A Global History of Modern Historiography. 2nd Edition*. Routledge. New York, 2017.

- Maza, Sara. *Thinking About History*. Chicago: University of Chicago Press, 2017.
- Pierson, Michael D. *Lt. Spalding in Civil War Louisiana : A Union Officer's Humor, Privilege, and Ambition*. Baton Rouge: Louisiana State university Press, 2016.

Buying books for fall semester. These books for purchase are available through the University of Calgary bookstore and other commercial providers. For more information and updated access info: <https://www.calgarybookstore.ca>
A copy of each required book is also available on reserve at the Taylor Family Digital Library (TFDL) either a physical copy or as an electronic one.

Assessment:

Assessment Method	Weight	Due Date
In class participation	20%	weekly
1st paper (1,200-3,000 words)	20%	Sep. 24
2nd paper (2,700-5,400 words)	35%	Nov. 17
3rd paper (2,400-4,800 words)	25%	Dec. 12

Explanation of graded work

In-class participation (20%)

Student participation is essential to the success of the seminar. Each week students should prepare to discuss the assigned reading in class. The participation mark is based on the following factors:

- Regular attendance
- Consistent contributions to class discussion
- Demonstrate working knowledge of the assigned reading. In other words, your contributions show an accurate, informed understanding of the assignment’s topic, evidence, and thesis.
- Critical analysis of the assigned reading that goes beyond summary. In addition to demonstrating a working knowledge of the text, you should also think about the strengths and weaknesses of the book and how the historian in question relates their ideas to other topics considered for this course.
- Moderation. Allow your classmates time to speak, and refrain from trying to dominate discussion, hijack debate, or drive the seminar off topic. Foul or abusive language will not be tolerated.

1st paper (20%), September 24. Students will write a summary and critique of Choi, “The Empire Strikes Back from Within.” The paper will accurately explain the essay’s main argument, how the author explains the argument, and provide a short critique of the essay’s strengths and weaknesses.

- The minimum length for this paper is 1,200 words. The maximum length is 3,000.
- Paper to be submitted to the D2L digital dropbox.

2nd paper (35%), November 17. Students will write a paper that considers issues in the development of professional history from the nineteenth century to the present. It will be based on the reading assigned from weeks 4 through 9. A more detailed assignment will be distributed at least two weeks prior to the due date.

- The minimum length for this paper is 2,700 words. The maximum length is 5,400.
- Paper to be submitted to the D2L digital dropbox.

3rd paper (25%), December 12. Students will write a paper on the ways that the medium of history (archives, memory, and sources) influence the writing of professional history. The paper will be based on the presentations and assigned reading from weeks 10 through 13. A more detailed assignment will be distributed at least two weeks before the due date.

- The minimum length for this paper is 2,400 words. The maximum length is 4,800.
- Paper to be submitted to the D2L digital dropbox.

Paper style: Style should conform to *The Chicago Manual of Style: 17th Ed.* (Chicago: University of Chicago Press, 2017). The U of C library has digital access to the book (simply search the title on the library homepage). I highly encourage students to reference *The CMS* as needed. For its abridged online citation guide see:

http://www.chicagomanualofstyle.org/tools_citationguide.html

Learning Technologies Requirements: There is a D2L site for this course which contains required readings and other relevant class resources and materials (see d2L.ucalgary.ca). In order to successfully engage in their learning experiences at the University of Calgary, students in this course will need reliable access to the following technology: A computer with a supported operating system; a current and updated web browser; a webcam (built-in or external); a microphone and speaker (built-in or external or headset); current antivirus and/or firewall software enabled; broadband internet connection.

Guidelines for office hours: Zoom is a video conferencing program that will allow us to meet at specific times for a “live” video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community. To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor’s permission. The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as per the [Code of Conduct](#)). When entering Zoom or other video conferencing sessions (such as MS Teams), you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of

Calgary conduct policies (e.g [Student Non-Academic Misconduct Policy](#)). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: <https://elearn.ucalgary.ca/guidelines-for-zoom/>.

Schedule

Date	Topic & Reading	Assignments/Due Dates
Sep. 7-10 Week 1	Labour Day, no class meeting Assigned reading: Caleb McDaniel, " How to Read for History " (2008)	
Sep. 13 – 17 Week 2	Finding the main argument. Assigned reading: Deokhyo Choi, "The Empire Strikes Back from Within: Colonial Liberation and the Korean Minority Question at the Birth of Postwar Japan, 1945-47," <i>The American Historical Review</i> , 126, no. 2 (2021), 1-30. Posted on D2L.	
Sep. 20 – Sep. 24 Week 3	Practical matters: formulas and formats for scholarly writing, and footnotes. Assigned reading: a set of short examples of historical writing and citation issues will be posted on D2L one week ahead of class.	1st paper due Sept. 24, submit via D2L digital dropbox.
Sept 27- Oct 1 Week 4	The development of professional history Assigned reading: Iggers, Wang, and Mukherjee, <i>A Global History of Modern Historiography</i> . 2 nd ed, 1-203.	
Oct 4-8 Week 5	Post-colonialism. Assigned reading: Dipesh Chakrabarty, <i>Provincializing Europe: Postcolonial Thought and Historical Difference</i> . 2 nd ed. (2000), 3-46 (posted on D2L); Iggers, Wang, and Mukherjee, <i>A Global History of Modern Historiography</i> . 2 nd ed, 204- 335,	
Oct 11-15 Week 6	Thanksgiving (Oct. 11), no class meeting	
Oct 18-22 Week 7	Assigned reading: Sara Maza, <i>Thinking About History</i> (2017).	
Oct 25-29 Week 8	"Deep History" Assigned reading: Daniel Lord Small and Andrew Shryock, "History and the 'Pre',"	

	<i>American Historical Review</i> 118, no. 3 (2013), 709-737; James C. Scott, <i>Against the Grain: A Deep History of the Earliest States</i> (2017), pages 1-35. All reading on D2L.	
Nov 1-5 Week 9	Why History Matters Assigned reading: Hunt, <i>History: Why It Matters</i> .	
Nov 8-12	Reading Week – No Classes	
Nov 15-19 Week 10	Digital History: Guest presentation by Dr. Celeste Nguyen Sharpe Assigned reading: TBA	2nd paper due Nov. 17, submit via D2L digital dropbox.
Nov 22-26 Week 11	Public history: Guest presentation by Drs. Shannon Murray and Christine Leppard Assigned reading: TBA	
Nov 29-Dec 3 Week 12	The archive Assigned reading: Jennifer S. Milligan, “What is an Archive? In the History of Modern France,” in <i>Archive Stories: Facts, Fictions, and the Writing of History</i> , ed. by Antoinette Burton (Durham, NC, 2005), 159-183; Ann Laura Stoler “Colonial Archives and the Arts of Governance: On the Content in the Form,” in <i>Archival Science</i> 2 (2002) 87–109; Alice Te Punga Somerville, “I Do Still Have a Letter: Our Sea of Archives,” in <i>Sources and Methods in Indigenous Studies</i> , ed. by Chris Andersen and Jean M. O’Brien (New York: Routledge, 2017), 121-128. All essays posted on D2L.	
Dec 6-9 Week 13	Using primary sources Assigned reading: Pierson, <i>Lt. Spalding in Civil War Louisiana</i> . Dr. Pierson will join us via Zoom to discuss his book.	3rd paper due Dec. 17, submit via D2L digital dropbox.

Departmental Grading System

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

Percentage	Letter Grade	Grade Point Value	Description
90-100	A+	4.00	Outstanding performance
85-89	A	4.00	Excellent performance
80-84	A-	3.70	Approaching excellent performance

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

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

Program Advising and Student Information Resources

- For program advising in the Faculty of Arts, contact the [Arts Students Centre](#) (ASC).
- For questions about admissions, student awards, common registration issues, financial aid and student fees, contact [Enrolment Services](#)
- Sometimes unexpected circumstances may affect your 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 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](#).

Campus Security (220-5333)

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

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