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# HTST 690

## Historiography and Theories of History

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Fall 2018  
Tuesdays, 3:00 – 5:45, SS 613

Instructor: Nancy Janovicek  
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Phone: 403-220-6403  
Office: SS 612  
Office Hours: Tuesday 10:00 – 12:00;  
Thursday, 1:00 – 2:00

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### Overview

In this course we will examine a range of methodologies and philosophies of history. The goal of the course is to encourage you to be aware of how theory and epistemology influence historians' research questions so that you are better prepared to think deeply about your own decisions about methodology, evidence, and argument. Throughout the course, we will discuss the relationship between past and present, how truth claims are made, how history informs public debate and citizenship, and whose history matters.

Learning about the historical profession is another key theme of the course. Ideas about professional conduct, the responsibilities of historians, and their role in public life have changed since the late 19<sup>th</sup> century. The current lack of historical consciousness is raising new questions about how to make history relevant in education, politics, and debate. We will examine the history of the profession and philosophical positions on historians' responsibilities to the present and the past. In addition, we will discuss practical issues that all graduate history students should know, such as ethics policy, professional conduct, plagiarism, publishing, and equity issues.

### Evaluation

Seminar Participation	20%
Position Papers	50%
Academic Blog Post Assignment	30%

### Required Texts

The texts for the class are available at the university bookstore.

### Deadlines

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**Position Paper 1**  
September 27

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**Position Paper 2**  
October 18

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**Position Paper 3**  
November 1

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**Position Paper 4**  
November 13

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**Academic Blog Post**  
December 11

## ASSIGNMENTS

Students will submit papers electronically to the D2L Dropbox. Papers will be referenced following the *Chicago Manual of Style* 17 Ed. The online version is available through the TFDL.

### SEMINAR PARTICIPATION (20%)

Student participation is the foundation of a successful seminar. Students must be prepared to discuss the assigned readings and to engage in a respectful debates with each other. I expect you to demonstrate that you have carefully read the book and/or articles. Come to class with reading notes that cover the key arguments of the book, the author's contribution to the philosophy of history and/or historical methodology. Over the course of the semester, you should be able to demonstrate a cumulative knowledge of the material that we have discussed.

To facilitate class discussion, computers and tablets are discouraged in class. Phones should also be left in your offices. I expect you to take notes during class discussions, and request that you do this the old-fashioned way – with a pen and paper.

### POSITION PAPERS (50%)

Students will write 4 position papers (4 – 5 pages; 1,000 - 1,250 words). The weighting of the assignments increases over the course of the semester to encourage you to improve your writing and analysis based on my feedback. Details about the assignment will be discussed in class. Assignment questions and deadlines are in the seminar schedule.

### ACADEMIC BLOG POST ASSIGNMENT 30% Due: Tuesday, December 11

There is an increasing emphasis on disseminating research beyond academe. Academic Blog Posts, such as *Active History* ([activehistory.ca](http://activehistory.ca)), engage historians in current debates about policy, politics, and how we remember and use the past. This assignment will be based on your own thesis topic.

There are two parts to this assignment.

The first part is a blog post based your thesis research. You'll use *Active History* as the model for this assignment. The posts on this site are between 600 – 1, 200 words.

The second part of the assignment is a critical assessment of your post. Explain how and why you connected your research to a current issue or policy debate. What were the key messages that you wanted to convey about how history can and should inform the present? Following Tosh, how did you craft the blog post to encourage readers to “think with history?” Explain how you constructed the narrative. Justify the stories and evidence you included. What did you have to leave out? Discuss the challenges of presenting a nuanced historical argument to a public audience who may not be familiar with the historiography and academic debates. Support your arguments using the theories and historiographies that we have discussed this term. The critical assessment should be 1, 000 to 1, 250 words.

### 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* ([http://hist.ucalgary.ca/sites/hist.ucalgary.ca/files/history\\_students\\_handbook\\_2015.pdf](http://hist.ucalgary.ca/sites/hist.ucalgary.ca/files/history_students_handbook_2015.pdf)), 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*.

### DEPARTMENTAL GRADING SYSTEM

The following percentage-to-letter grade conversion scheme has been adopted for use in all Canadian Studies, History, and Latin American Studies courses.

Percentage	Letter Grade	Grade Point	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.

## SEMINAR SCHEDULE

### **Week 1 (September 11): Introduction to course**

John Tosh, *Why History Matters*

### **Week 2 (September 18): What is Special about History? European Perspectives**

Sara Maza, *Thinking About History*

### **Week 3 (September 25): Indigenous Perspectives and Methodologies**

Chris Anderson and Jean M. O'Brien, *Sources and Methods in Indigenous Studies*. (New York: Routledge, 2017.)

Introduction and chaps. 1, 3, 4, 5, 10, 12, 14, 15

NOTE: I did not order this book because it's expensive. It's available as an e-book in the TFDL.

Susan M. Hill, *The Clay We Are Made Of*

Position Paper One: Methodological Review of Hill's *The Clay We Are Made Of* (5%)

DUE: THURSDAY SEPTEMBER 27 AT MIDNIGHT

### **Week 4 (October 2): The Archives**

We will meet at The Glenbow Archives. Doug Cass will lead an workshop and tour of the collections.

Anderson and O'Brien *Sources and Methods in Indigenous Studies*, chap. 13 Te Punga Somerville, "'I do still have a letter:' Our Sea of Archives"

Jennifer Anderson, "Public archives: more relevant today than ever," *Policy Options Politiques* (13 August 2018). Available at: <http://policyoptions.irpp.org/magazines/august-2018/public-archives-relevant-today-ever/>

### **Week 5 (October 9): Postcolonial Histories**

Chakrabarty, *Provincializing History*, Part One

### **Week 6 (October 16): Postcolonial Histories (con'd)**

Chakrabarty, *Provincializing Europe*, Part Two

Position Paper Two: How is Chakrabarty's *Provincializing Europe* informed by Marxist theory and how does he challenge the centrality of European intellectual traditions in postcolonial histories?

DUE: THURSDAY, OCTOBER 18 AT MIDNIGHT (10%)

### **Week 7 (October 23): Theory, History, and Social Science**

Sewel, *The Logics of History*, Chaps 1 - 5

### **Week 8 (October 30): Theory, History, and Social Science (con'd)**

Sewel, *The Logics of History*, Chaps 6 – 10

Position Paper Three: Based on Sewell's arguments for an engaged dialogue between history and the social sciences, discuss how historical thinking could inform social theory.

DUE: THURSDAY NOVEMBER 1 AT MIDNIGHT (15%)

### **Week 9 (November 6): Gender History**

Sonya O. Rose, *What is Gender History?*

Joan Wallach Scott, "Gender: A Useful Category of Historical Analysis," *American Historical Review* 91, 5 (December 1986): 1053 – 1075.

Anderson & O'Brien, chap 22 Brendan Hokowhitu, "History and Masculinity"

Position Paper 4: Using Joan Wallach Scott's seminal article "Gender: A Useful Category of Historical Analysis" explain how gender has influenced the field (i. e. military, childhood, political, labour, etc.) that you plan to research for your thesis. Find three journal articles or book chapters to support your argument. These articles should be based on research rather than methodological discussions.

DUE: TUESDAY NOVEMBER 13 AT MIDNIGHT (20%)

### **Reading Week: No Class November 13**

### **Week 10 (November 20): Sexuality & Gender Identities**

Weeks, *What is Sexual History?*

Finn Enke, "Collective Memory and the Transfeminist 1970s: Toward a Less Plausible History" *TSQ* 2018: 5(1): 9-29. Available at: <https://read.dukeupress.edu/tsq/article/5/1/9/133890/Collective-Memory-and-the-Transfeminist>

Read posts on Calgary's Gay History: <https://calgaryqueerhistory.ca/>

### **Week 11 (November 27):**

Grafton, *The Footnote*

### **Week 12 (December 4): Telling Histories in Public: Commemoration and Policy**

Brian Gettler, "Historical Research at the Truth and Reconciliation Commission of Canada," *Canadian Historical Review* 98, 4 (December 2017): 641- 674.

Guest Speaker: Dr. Julia Smith, collective member of The Graphic History Collective  
<http://graphichistorycollective.com/>

To prepare for our discussion with her, read the posters in the *Remember/Resist/Redraw: A Radical History Poster Project*.

*Department Twitter @ucalgaryhist*

### Faculty of Arts Program Advising and Student Information Resources

- Have a question, but not sure where to start? The Arts Students Centre (ASC) is your information resource for everything in Arts! Drop in at Social Sciences 102, call 403-220-3580, or email [artsads@ucalgary.ca](mailto:artsads@ucalgary.ca). For detailed information on common academic concerns, you can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate>.
- For program planning and advice, contact the Arts Students Centre (ASC) in SS 102, call 403-220-3580, email [artsads@ucalgary.ca](mailto:artsads@ucalgary.ca), or visit <http://arts.ucalgary.ca/advising>.
- For registration issues, paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK (7625), visit the office in the MacKimmie Library Block (MLB) or their website at <http://www.ucalgary.ca/registrar/>.

### 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 strictly adhere 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 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 that you will have to consult books on reserve at the library. 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 (Social Sciences, Room 656). Please include the following information on your assignment: **1) course name and number, 2) instructor, 3) your name and 4) your student number**. 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 (USRI)

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction 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.

### Academic Accommodations (implemented July 1, 2015)

The student accommodation policy can be found at: [ucalgary.ca/access/accommodations/policy](http://ucalgary.ca/access/accommodations/policy).

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities [ucalgary.ca/policies/files/policies/student-accommodation-policy](http://ucalgary.ca/policies/files/policies/student-accommodation-policy).

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

## Campus Resources for Mental Health

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

### 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).
- Campus Security & Safewalk: 403-220-5333, <http://www.ucalgary.ca/security/safewalk>.
- Freedom of Information: <http://www.ucalgary.ca/legalservices/foip/foip-hia>.
- Emergency Evacuation Assembly Points: <http://www.ucalgary.ca/emergencyplan/assemblypoints>.
- 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>

*Fall 2018*